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ABSTRACT

A study was conducted among black West Indian students in North York, Ontario (Canada) junior high schools. The purpose of the study was to determine what factors were present in those students who appeared to cope easily with the transition to Canadian schools and those who appeared to have difficulty. Data were collected from students by means of a self concept inventory, a sentence completion instrument, a sociogram, and an interview. Teachers submitted a behavior rating checklist to evaluate the students. The survey revealed a high percentage of students classified as "coping." Among students identified as "noncoping," academic weakness in core subjects was suggested as a fundamental difficulty. Remedial support in English and math skills was recommended for such students. The study concluded that the orientation of West Indian students involves a complex process of adaptation, and that programs should not aim at conformity at any cost to the students. (Author/APM)

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ED199323

RESEARCH REPORT

"I DON'T KNOW YET" -

WEST INDIAN STUDENTS IN NORTH YORK SCHOOLS

A STUDY OF ADAPTIVE BEHAVIOURS

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Preface

When the grant was received, the principal investigators, Dr. A.E. Virgin, Director of Educational Research & Development and Mrs. Jean Handscombe, Co-ordinator of English as a Second Language/Dialect decided that since the subject of the study was West Indian students whose cultural and linguistic background is different from that in Canada, it was important to draw on the knowledge and expertise of a variety of people experienced in working with such students, in the planning and carrying out of the study. Accordingly, an Advisory Committee was formed, comprised of the following people:

- Dr. Christopher Beserve, Cultural Relations Developer for the North York Board of Education. He works primarily with West Indians, and has done research in the area of adjustment problems of West Indian students in Ontario.

- Dr. Lynn Waldie, Psychologist for the North York Board, served on the Board's West Indian Committee in 1975, and has conducted a survey to determine the number of West Indian students referred for psychological assessment.

- Wendy Montreuil, Guidance Department, and Cameron McLeod, Pre-vocational teacher, act as liaison between the schools and the Committee. They were chosen by the Principals of their schools to represent them on the committee.

- Dr. Granville Da Costa, Psychiatrist associated with the Clarke Institute of Psychiatry, who works mainly with West Indian children, and their families.

- Patricia Crawford Senior Research Assistant, and Gloria Broks, Research Consultant, Department of Educational Research & Development, North York Board of Education.

The position of Research Assistant for the project required a person who could not only look after the organizational aspects of the study, but also work well with teachers in the two participating schools and observe in classrooms for several months in a professional but non-threatening manner. Several candidates were interviewed for the position by four members of the Advisory Committee. Mrs. Isabel Fram was the successful candidate and was appointed to the Committee.

The first part of the title of this study "I don't know yet" was taken from a student response to the Sentence Completion task. Though a unique response, it summarized for the committee, the frame of mind of many of the subjects of the study.

JAN 16 1981

ACKNOWLEDGEMENTS

The Committee extend their thanks and appreciation to the Principals and staff of the two participating schools for their co-operation and assistance throughout the year.

In addition, the Committee would like to acknowledge the contribution of Shelly Hilditch , Gail McIntyre, Dr. Peter Lewis and Shawn Moore in the collection and analysis of data.

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"I DON' T KNOW YET" -

WEST INDIAN STUDENTS IN NORTH YORK SCHOOLS

A STUDY OF ADAPTIVE* BEHAVIOURS

Purpose

The purpose of this study was to determine what factors were present in a group of students who appeared to cope easily with the transition to Canadian schools, and those who appeared to have great difficulty. In order to determine these factors, the study was designed to systematically gather data on West Indian students in North York Junior High Schools, in order to identify and describe school behaviours of these two groups of students. It was anticipated that one group could be perceived as coping and one group as not coping. If distinguishing factors could be determined, then guidelines for teachers could be developed regarding programs, attitudes and interactions that might help to facilitate the transition for West Indian students into our school culture, as well as identify those who are having difficulty.

Background of the Study

In 1974, an informal survey carried out by Psychological Services staff found that during the four month period, September - November, 1974, 8% of all psychological assessments completed during that time were on West Indian students (80 out of 1,000). At that time, this percentage was considered disproportionately high for this cultural group and was, therefore, a source of concern for the schools' staffs and the Student Services Department of the North York Board of Education. Although immigration to Canada from the West Indies has decreased from a peak in 1974 of over 23,000 to a projection of somewhat over 15,000 for the year 1976, (Statistics Canada), West Indian immigration into North York has continued at a significant rate. For example, during the school year September 1976 - June, 1977, 1291 West Indian students entered our school system. This represents 25% of all New Canadian students who registered in North York schools during 1976 - 77.

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* The terminology used in this report has been changed from that used in the proposal. In referring to students' behaviours the words "coping" and "non-coping" have been substituted for "adaptive" and "non-adaptive". It was pointed out to the committee by Dr. Da Costa, that adaptation is a process in which everyone is involved at all times, and a way of describing individuals undergoing this process is as "coping" and "non-coping".

Review of the Literature

Although there have been many studies of West Indian immigrants in Britain, very few Canadian studies have been carried out. The Canadian studies have been general in scope and basically consist of descriptive literature reviews, surveys and interviews. They include generalized recommendations by the authors on how to reduce cultural shock.

Schreiber (1970) wrote a historical overview of the social life, language, religion and education of West Indians based on a literature review. He related common reasons for immigration to Canada and challenged Canadians to accept and make these immigrants feel welcome. Schreiber recommended large scale emigration from the West Indies as a way of providing Canada with people needed for its development. However, he warned that attitude changes must be made, especially among young Canadians if we are to avoid the history of racial conflict in U.S.A. and Britain. Although he stated that schools must work against bigotry he gave no concrete recommendations as to how this could be accomplished.

Roth (1972) studied West Indians in Toronto, including students, by means of informal discussions with leading West Indian immigrants. After discussing West Indian society and a historical view of the West Indies, he commented on the immigrants' expectations on coming to Canada and how they suffered from family dislocation, cultural shock and status reduction. Canadian classrooms differ greatly from those in West Indian schools, for example -

(a) there is a wider variety of materials, e.g. paper, tests, audio-visual aids,
(b) schools are larger,
(c) teachers seem remote and cold, and
(d) West Indian students are in the minority.

Community leaders and parents of West Indian children feel educators incorrectly place children in grades as a result of a child's performance on aptitude, intelligence and academic tests. They feel these tests are culturally biased and often administered while children are under the emotional stress of the new school situation. No specific recommendations were given by Roth to alleviate any of these difficulties.

Beserve (1973) studied some problems of adjustment for West Indian students in Ontario. He reviewed literature from Britain and North America in four areas - linguistics, psychological, socio-cultural and scholastic achievement. Based on the literature review, areas of needed research in Ontario were delineated and the lack of Canadian material on West Indian children was noted. Beserve concluded that the problem of adjustment has two aspects, one is that complete acculturation (as with other immigrant groups) involves

the child's development in the above four areas and secondly, the process takes place within a social milieu that locates the West Indian black minority group in a marginal position. This M.A. thesis helped to point out the need for in-depth study of the adjustment problems of West Indian students in Ontario.

For his doctoral dissertation, Beserve (1976) studied the relationship between home environment and the cognitive and personality characteristics of working-class West Indian pupils in Toronto. The study explored the influence of sex, length of residence in Canada, length of separation from parents, type of parentage (single parent, step-parent, etc.) and mother's education, on pupils' verbal ability, perceptual ability, self concept and internal control of reinforcements. Beserve found that the home environment of working-class West Indian pupils has a strong positive relationship to their verbal ability and a positive but less significant relationship to the other areas. There was no difference according to sex except in perceptual ability where the boys were remarkably superior. The length of residence in Canada had a significant influence, with verbal and perceptual abilities improving as length of residence increased. The length of separation from parents had a detrimental influence in all areas except internal control of reinforcement and the mother's education only, influenced the West Indian pupils' perceptual ability significantly, i.e., the higher the education the greater the perceptual ability.

It was also found that West Indian working-class parents have high academic and vocational aspirations for their children but provide few opportunities for development of language and little encouragement and assistance in connection with the children's school learning.

Beserve recommended that remedial or "booster" classes in language arts and mathematics should continue in the schools for children who need them. "Successful, experienced teachers who are interested in teaching basic skills to this group of children should be employed". (p.180).

Anderson and Grant (1975) studied the adjustment problems of West Indian students in 40 metropolitan Toronto schools by utilizing a 90-item questionnaire and interviewing parents. They found that the main adjustment problems were social and cultural and that educational problems were a result of problems in these areas. Although there was little elaboration, Anderson and Grant recommended a "new philosophical and theoretical framework" for the education of West Indian students. Eleven general recommendations were made, including such areas as more involvement of the West Indian community, more academic upgrading of students, more employment of West Indian teachers, etc. This study's focus was West Indian problems, and did point out the concerns of the groups involved, however, specific answers on how the recommendations were to be implemented in schools was not clarified.

D'Oyley (1975) studied the black student entering urban education in Toronto. He visited three families of schools in three Toronto Boards and used a questionnaire to determine how school personnel and some black students perceived their educational environment. Students perceived the need for more black teachers and counsellors with whom they could better relate. He also found that no formal reception or orientation programs were operating, although there was an expressed need for such programs on the part of the staffs, specifically ESL and language art teachers.

The assessment of students coming into the system appeared to be based mainly on the subjective judgment of principal or teacher due to lack of educational documentation from the country of origin. In-service training for the teachers of black West Indian students and resource materials for teachers' groups were few. D'Oyley recommended a co-ordinated approach between government and school systems towards the problem of West Indian blacks and stressed that "education is not an isolate". His survey and interviews with teachers and students have lead him to question educational objectives. If the purpose is to give maximum growth to the individual's intellectual, social and emotional functions, then it is necessary "to remove from the youngster whatever threats of insecurity and frustration block their paths of learning". He stated that we must identify significant parameters and suggested specific strategies to do this. His study revealed the need for classroom observation and attempted to identify some of these parameters and strategies in schools.

As can be seen from the review of the literature, with some exceptions, the research in the area of West Indian students' adjustment to Canadian schools has been very general, with few specific recommendations. The contribution of this study will be to focus on specific behaviours of students, including interaction with teachers and peers, with a view to making recommendations that may help to facilitate the transition to Canadian schools.

METHOD

Schools

In the two schools selected for the study, approximately 20% of the student population was West Indian. The schools were in close proximity to each other, in an area with many Ontario Housing Corporation high rise apartments and other subsidized housing. Although the socio-economic status of the individual families of the students in the sample was not investigated, it was felt that the homogeneity of the area provided a sample with relatively similar economic backgrounds.

Sample

Although it was originally proposed that only students who had been in the Canadian school system for six months or less would be included in the study, there were not sufficient students to meet this criterion. Therefore, the criterion was expanded to include students who had been in the system for two years or less. A majority of the students

came from a rural background in the West Indies and had been separated from their families for a number of years. Students from the West Indies of Oriental and Indian extraction were not included in the study as their backgrounds were seen as sufficiently different as to constitute a distinct sub-group. Although 67 students were initially selected to participate in the study based on the above criteria, several students moved during the year, reducing the sample size to 58. All of these students were black.

The following table provides a breakdown of the sample in terms of grade and sex for each school.

	SCHOOL		TOTAL
	X	Y	
MALES			
Grade 7	6	6	12
8	6	10	16
9	2	2	4
Sub-Total	14	18	32
FEMALES			
Grade 7	11	1	12
8	3	2	5
9	8	1	9
Sub-Total	22	4	26
TOTAL	36	22	58

As can be seen, the sample consisted of an equal number of males and females in grade 7, a preponderance of males in grade 8, and a preponderance of females in grade 9. The imbalance of males and females in each of the schools is a reflection of the total black population in these schools, i.e., one school has more females than males and the reverse is true of the other school. The total sample however, is well-balanced with 55% male and 45% female students.

Instrumentation

Data were collected on students by several means and from several sources:

1. From teachers by means of a Behaviour Rating Checklist and an interview;
2. From the students themselves, by means of a Self Concept Inventory, Sentence Completion, Sociogram and an interview;
3. By means of both systematic and open classroom observation.

The development and description of each of these instruments is outlined in the following sections.

Behaviour Rating Checklist: The Behaviour Rating Checklist (Appendix A) was developed to gather information from the teachers about the students in the sample. A checklist format was decided on since the results could be easily quantified, and, on a pre-test/post-test basis could provide information on changes in the teachers' perceptions of the students over a period of time.

Using a similar instrument developed by Coopersmith (1967) as a guide, a sub-committee of the full committee prepared a list of areas in which it was felt teachers could provide information about students. These items were considered by the full committee, and revisions made.

In the final form of the checklist, teachers were asked to rate students on a five-point scale with respect to the following school behaviours:

1. Participation
2. Dress
3. Responsibility
4. Dependence on peer support
5. Dependence on teacher support
6. Acceptance by other students
7. Persistence
8. Confidence
9. Self Control
10. Liked by other students

An additional item was included asking the teachers for their perception of the students' academic potential. Since a significant number of teachers were reluctant to respond to this item on the pre-test, stating that they did not know the children well enough to answer fairly, it was not included in the second (post-test) administration of the instrument.

Teacher Interview: Each teacher in both schools was interviewed individually by the Research Assistant for the project or a Research Consultant to determine the teacher's perceptions of the adjustment problems of West Indian children. The interview was introduced with the following statement: "We're looking at West Indian children and their adaptation to Canadian schools. What do you, as a teacher consider to be coping behaviour, and what is non-coping behaviour? Can you give some examples that you see in your classroom or in your school?"

North York Self Concept Inventory - Junior High Level: The North York Self-Concept Inventory (Appendix B) was developed in 1971 by the Department of Educational Research & Development to measure the self concept of students in respect to school and self in general. It includes twenty-five statements about school and the student's feelings about himself in relation to school and his peers. Students are asked to indicate whether the items are true or false for them, most of the time. Item analysis indicates that the items are discriminatory at the Junior High School level, and test/retest reliability is .8. A set of norms for the Borough has been developed. (Taylor, 1973).

Sentence Completion and Sociogram: The Sentence Completion instrument consisted of six items, two of which were related to self, and four to school. The stems are as follows:

1. One of the best things about this school is _____
2. When I grow up I want to be _____
3. If someone makes fun of me. I _____
4. I can't learn when _____
5. If I should fail in school _____
6. One thing I'd like to change in this school is _____

The stems were chosen by the committee from a total of 46 developed by Fox, Lusgki and Schmuck (1966) as a multidimensional diagnostic tool. Sentence Completion was chosen as a method of allowing the students to express their feelings somewhat more fully than is possible in the self-concept inventory, and six items were chosen so that administration could be completed in part of one class period.

Appended to the Sentence Completion was one item which provided data for the sociogram: "Three students that I would like to work with in this class are ..... " For each student in the sample, a "target" Sociogram (Fox, et al, 1966) was developed which gave information on the social relationships in the classroom, including whether the student's choices were boys or girls, black, white, or Oriental/Indian, and whether or not the student was chosen by others and if so by whom.

Student Interviews: The interviews were based on some specific areas of the student's functioning: their perception of themselves as immigrants including attitudes to people left behind in the West Indies; their attitudes to the school environment including peers and teachers, and their feelings about their peers' and teachers' attitudes; their basic styles of handling stressful situations; their family relationships and their sense of connectedness to the family. The interview was therefore somewhat structured in that all students were asked the same questions, yet it also allowed for spontaneous comments on behaviour.

The first set of interviews were conducted between mid-December ' 76 and early January, 1977. The students were seen individually for a period of time varying from 35 minutes to 45 minutes. The second set of interviews were conducted between mid-April and mid-May. These were shorter, lasting approximately 20 minutes. The interviews were conducted in the Guidance section of the schools during school hours.

Before the interviews commenced a parent of each student was contacted in order to seek permission for the procedure. This opportunity was also used to explain the purpose of the study. The interviewer was identified as a medical doctor working with the North York Board of Education. They were told that the study was designed to assess how West Indian students were making out at the two schools. Most of the parents were enthusiastic about having their child seen, the others had no objection.

Although the interviewer was a medical doctor the interview itself was not a "clinical" one. Thus the interviewer was dressed casually and the students were told that the interview was not directed at them specifically but rather was designed to get a general idea of how the West Indian students on a whole were doing. They were further told that the interviewer did not work at the school but was attached to the North York Board of Education.

In the semistructured approach, when emotionally laden issues were unearthed, the students were allowed to ventilate their feelings but were not pressed to go beyond what their ordinary psychological defenses were already struggling to manage and contain. Consequently pertinent feelings were elicited without precipitating "flooding" or overwhelming emotions.

In addition to the items previously described, other observations were made which were deemed relevant to the mental functioning of the students. Thus the following factors were noted for each student.

A. Anxiety in interview.

B. Ability to establish rapport with interviewer.

C. Ease with which student used "Canadianized" English and/or dialect.

D. Assessment of mood as judged by

- variation of affect during interview.
- appropriateness of affect to content of speech.
- degree of motor activity during interview.

At the end of each set of interviews, six subsections of the interview were rated on a three-point scale by the interviewer in consultation with Dr. Granville DaCosta. These subsections were:

A. Satisfaction with school.

B. Satisfaction with teachers.

C. Estimate of school performance.

D. Relationship with peers.

E. Self esteem.

F. Mental state.

Systematic Observation Instrument: The purpose of systematic observation was to determine how West Indian students behaved in the classroom, for example, who did they interact with, and in what way? How did they use their classroom time?

Two factors were seen as essential for incorporation into the observation instrument, individual behaviours must be specifically recorded, and interaction patterns simultaneously assessed.

Several observation instruments were examined in the developing of the instrument for this study, including Flanders and Amidon Modified Category System, the Stanford Research Institute's Classroom Observation Instrument, Ober, Bentley and Miller, Reciprocal Category System (Simon & Boyer, 1970) and a social interaction schedule developed by Ziegler and Hambleton (1974).

During the first few weeks of October, the observation team used open observation in the classrooms. That is, they observed entire classes for an entire day, following the students as they moved from class to class. Notes were made in anecdotal form, and were used by the observers to identify the specific behaviours which were later included in the categories of the systematic scale.

Nine categories were developed for the North York Observation Schedule, which allow for the recording of observations in behavioural terms with a minimum of inference, in a manner which permits quantitative analysis. Minimal inference was considered necessary since the purpose of the systematic observation was to record behaviours which could later be examined according to the coping or non-coping identification of the students observed. The categories are:

1. Solitary standing, sitting, visual gaze averted from others, wandering about without observable interest in others or activity. This category was used to record the severe withdrawal which is sometimes seen in new West Indian students.

2. Ignoring positive overtures of others; rejecting offers of help, instruction; not responding to questions. Use of this category indicates a slightly less severe form of withdrawal, with the student attempting to function in the classroom, but unable as yet to interact with others.

3. 4. Inappropriate interaction attempts; physical or verbal aggression; interference in a group activity; and Verbally uncontrolled behaviour; shouting out comments/answers, unnecessary "coaching" of others; sarcasm/laughter of others. These two categories are representative of unacceptable classroom behaviours which are more active adjustment attempts than those recorded in the two withdrawal categories.

5. Seeking praise, repetition of original instructions, recognition, support, reassurance for direction and attention to task. This category records excessive dependence on others.

6. Watching others; minimal or intermittant interest in activity. This is an acceptable non-disruptive behaviour exhibited at times by all students in a classroom.

7. Non-verbal interaction. Coded in this category were such behaviours as non-verbal borrowing and lending of pencils, erasers, etc. and eye-contact between students that appeared to convey a message.

8. Verbal interaction with others on or off task, including social conversation; and

9. Cooperative, mutual interaction with others; including instruction of a skill and including group projects/activities. Categories 8 and 9 record acceptable classroom behaviours.

Before the pilot testing began, the observers did "mock-up" observations. This was done by using the situations recorded in the open observations, and coding them in five-minute time-spans for one child in five different classes. In this way, the observers were able to develop the codes to be used to indicate who the participants were in any interaction with the subject, and the qualifiers for the behaviour of the participants. For example, qualifiers for teacher behaviour include teaching, positive or accepting, disapproving or critical, encouraging, questioning, social, neutral and not codable. Qualifiers for pupil behaviour are teaching or helping, positive or accepting, hostile or negative, aggressive, ignoring, questioning, social and not codable (see Appendix C).

Pilot testing was done on five subjects per day for six days over a period of three weeks, during the month of November, in both schools and in a variety of situations, for example, in open and closed classrooms, with audience-type or group seating, and in both academic and non-academic subjects. The observers worked together, observing the same students at the same time, so that it was possible by discussion to reach a consensus on how any particular interaction should be coded. Ambiguities and semantic difficulties were corrected, methods of coding were standardized, and the instrument refined and reduced in size so that all relevant information for a single observation could be recorded on both sides of one sheet of paper (Appendix D). At this time it was also decided to code the predominant activity in every thirty-seconds for the five minute observation period. In this way, closer observer agreement was obtained. At the end of the pilot testing period the observers had obtained over 90% agreement in on task/off task codes, and an average of 75% agreement on interaction codes.

Procedure

Pre-test Data: In the fall, data were collected using the Self Concept Inventory, Sentence Completion Instrument, Sociogram Student Interview, and Behaviour Rating Checklist.

The Self-Concept testing was carried out during the last week of October and the first week of November. The inventories were administered by Research and Development staff to the total populations of both schools. This was done so that the West Indian students would not be singled out for special attention and also allowed for a comparison of mean scores of the West Indian sample and the total school population. Testing was carried out mainly in individual classes, although in some cases two or three classes were combined in a large area. Teachers were asked to remain in the classroom in order to assist in the administration. The items were read aloud to the students who were asked to follow along in their booklets.

The sentence completion and sociogram were also completed by the entire school populations, over a period of approximately three weeks starting November 15. These instruments were administered by the English Department at each school and presented to the students as an assignment in individual English classes.

All teachers of each student in the sample were asked to complete a Behaviour Rating Checklist for that student. The Checklists were distributed by W. Montreuil and C. McLeod in mid-November and were completed and returned to Educational Research & Development within three weeks.

Student Interviews began in mid-December and were completed by mid-January. The interviews were carried out in the schools after parental consent had been obtained. The average length of time for each interview was forty minutes.

Identification Procedure: In mid-January the Committee met to consider all of the pre-test data gathered for each individual student and to decide whether, on the basis of this data, the student could be considered as coping or not coping with the school environment. As indicated previously, ten pieces of information were available for each student - the Self Concept Inventory, Sentence Completion, Sociogram, Behaviour Rating Checklist and the six subsections of the Student Interview. The Committee considered the data for each student and rated each piece of information on a three point scale (positive, negative, questionable) as follows:

- The Self Concept test results were rated positive if the score was equal or above the grade mean score, negative if the score fell one standard deviation below the mean and rated questionable if the score fell between the mean and one standard deviation below.

- An attempt to quantify the results of Sentence Completion did not yield strong indicators of coping or non-coping. However, Dr. DaCosta felt that there was valuable information contained in them, and awarded a plus, minus or question mark for each, using his overall impressions of content, method of expression, spelling, maturity of hand-writing, etc. The full committee then reached consensus.

- The Sociogram was rated positive if the student was chosen by others in the class. It was rated negative if the student was an isolate and rated questionable if the student was an isolate but had enrolled in the school after September 1976 and was therefore not familiar to many of his classmates.

- The Behaviour Rating Checklist was scored out of 100, and a mean was obtained from all B.R.C. filled out on one student. A school mean was calculated and the student's mean compared with it. If that score was equal to or above the school mean, it was rated positive; if it was one standard deviation below the school mean it was rated negative and if the score fell between the mean and one standard deviation below the mean, it was rated as questionable.

- The six sections of the Student Interview were also rated on the three point scale by the interviewer in consultation with Dr. DaCosta.

The ten ratings for each student were considered and a decision made by the Committee as to whether the student should be identified as coping or not coping. To be identified as coping, it was necessary for the student to have a majority of positive ratings which reflected a good feeling about school and about himself/herself. To be placed in the non-coping group, the student had to have negative responses that reflected either a negative feeling about himself or about school, or both.

Although initially it was a purpose of the study to place all students in one of these two groups, it was not always possible to make such clear-cut decisions and consequently a third group was formed denoted as "questionable". To be placed in the questionable group, a student had to have a number of question mark ratings and some discrepancy between interview results and other measures. Group consensus took place in each case.

Teacher Interview: These interviews were carried out in December and January. The teachers were contacted individually and asked to state a time that was convenient for them. Many of the teachers, after answering the questions that were the purpose of the interview, wished to discuss their perceptions of West Indian students' adjustment problems in more general terms, including suggestions for alleviating these problems. The average length of time for the interview was twenty minutes.

Systematic Observation: At the end of November, one observer left to take another position, and a new one was hired. The new observer was trained by working with the original observer, watching the same students at the same time. Training took place over a two-week period, at the end of which time the observers were satisfied that they were interpreting the codes in the same way. After the training period, the observers worked alone, but were in daily contact so that any difficulties could be ironed out quickly. At monthly intervals they again worked together, observing fifteen students in order to ensure a high standard of reliability in their observations. Inter-observer reliability was calculated by the use of Scott's TI (Scott, 1955), which is considered a conservative measure. Reliability co-efficients range from .64 to .94 which are well within the range acceptable for inter-observer agreement using complex coding techniques. Eighty-two percent of the observations were done by one observer and 18% by the other, who was also responsible for organizational details of the study, and teacher interviews. However, the 18% observations included all of the students in the sample, thus minimizing the effect of observer bias.

Systematic observation was carried out continuously from mid-December to March 31. During this time, seventeen five-minute observations were completed for each student in as many of their classes as possible, and at different times during the class period, i.e. at ten, twenty or thirty minutes into the period. A balance was also maintained as far as possible between core and activity-oriented subjects*. Students were not observed in music or typing classes, since it was felt that these highly structured, task-oriented subjects would yield little in the way of interaction. The rotary system in both schools allowed observers to record interaction among the same classmates in different subject areas and with different teachers. A very small number of teachers objected to having observers in their classrooms, and these objections were respected so that in a few cases, not all students were seen in all classes. Students who asked were told that observers were in the class to gather information for the school board concerning what goes on in Junior High School classes.

Prior to each timed observation, the observer completed those parts of the instrument concerning the number in the class, school, time, seating arrangements, etc. During the five-minute observation period, the observer coded the predominant behaviour in each 30 seconds.

When an interaction occurred with others, this was recorded in the appropriate column, and the reaction of the participant in the interaction (P), was indicated by a qualifier (Q). On-task/off-task categories were recorded simultaneously with interaction categories. These indicated whether or not the interaction was relevant to the task at hand. The schedule also provided space to record whether the subject initiated or terminated the interaction, or whether this was uncertain, or part of an on-going mutual interaction.

* Core subjects are - English, Math, History, Geography, Science, French, Health; activity-oriented subjects are - Phys. Ed., Music, Art, Industrial Arts, Theatre Arts, Typing, Consumer Education.

When the five minute observation was concluded, the observer marked general observations pertaining to classroom atmosphere, and any special school events or classroom activities which may have affected class size or pupil behaviour.

Tally sheets were prepared for each student in the sample, and tallying of the codes in the observation sheets was done weekly during the observation period. The tally sheets provided an easy reference to all of the quantifiable material on the observation schedules. At a glance it was possible to see what kind of interactions the student was engaged in, with whom the interaction took place, whether it was positive, negative or neutral, on-task or off-task. Each student had three tally sheets, one for observations to the end of January, the second to the end of February, and the third to the end of March. In this way it was possible to note changes in interaction over time.

Open Observation: The Committee decided that a number of case studies of students in the three groups, coping, non-coping and questionable would add a useful dimension to the study. Open observation was decided on as a method of supplementing the information already available from the pre- and post-test measures and systematic observation. During open observation, the observer stayed in the classroom with the student for an entire period, and made notes in anecdotal form of the activities in which the student was involved. The observer was instructed to observe each student during six class period, in different classes and at different times during the day, i.e. morning, mid-day and afternoon. Notes were kept if the student was seen in the halls between periods and at lunch time. Open observation took place over three school weeks from early March to early April.

Twelve students were chosen, a boy and a girl, from each of the three groups, coping, non-coping and questionable, in each school. The students were selected as representative of a number of dimensions. For example, in the coping group one student received 10 plus points in the identification assessment, one student was a new arrival, one had a high Behaviour Rating Checklist, in which all of his teachers viewed him positively; and one was chosen because she was the only coping girl in the school with very few females in the sample.

The non-coping group included one student who was a new arrival, one who was viewed positively by the teachers, but had low self-esteem and was an isolate, one with a very negative school attitude, and one who appeared depressed and unsure in the interview.

The questionable group included one new arrival, one student who was viewed positively by the teachers, but who indicated a low degree of satisfaction with teachers, one who was viewed negatively by the teachers and was isolated from her peers, and one with a poor home relationship.

Case Studies: Case studies were prepared for the above twelve students. These case studies make use of all the information available for each student; that is, Open Observation, Systematic Observation, student interviews, paper and pencil measures, conversation with their teachers, conversation with Guidance Counsellors and school reports.

Post-test data collection: The post-test data collection took place during the last two weeks in April. It was done in a manner similar to that used in the pre-test collection, i.e., the Self-Concept Inventories were administered by Research and Development staff to the total school population; the Sentence Completion and Sociogram were given to the entire school population. As before, these instruments were administered by the English Department in each school and presented to the students as an assignment in individual English classes.

The Behaviour Rating Checklists were completed by all of the teachers with students in the sample. These were distributed to the teachers by W. Montreuil and C. McLeod in mid-April and completed and returned within two weeks.

All of the students who were interviewed in the fall were re-interviewed during May and the early part of June.

RESULTS

The sample of 58 students was assigned to one of three groups - coping, non-coping and questionable, based on the identification procedure described earlier. The number of students in each group is as follows:

Coping	-	25
Non-Coping	-	14
Questionable	-	19

The results for the various measures are discussed in the following order:

- Teacher Interviews
- Pre-/Post-Measures for students in each of the three groups
- Student Interviews
- Systematic Observation
- Case Studies

Teacher Interviews

Ninety interviews were completed at both schools, representing over 90% of staff, and including principals, vice-principals and guidance personnel.

Almost half of those interviewed stated that students they considered to be non-coping had a lack of basic skills. Related to this, and mentioned by a few teachers, was the suggestion that some non-coping students also lack listening skills, have difficulty following directions, are overly dependent on the teachers and afraid to use their own ideas.

Forty-two percent of the teachers mentioned that non-coping children can be loud and disruptive in the classroom while 38% felt that they can be withdrawn and passive. Most teachers stated that non-copers are at one extreme or the other, and 17% mentioned both of these behaviours. The remaining 20% did not talk about either of these behaviours.

Classroom behaviours of non-coping, boisterous children mentioned by almost one-quarter of the teachers, included lack of self-discipline, habitual lateness, and unwillingness to take the responsibility for preparing and organizing their work. Passive children, on the other hand, do not participate in class, are unwilling to approach the teacher for help, and have little or no social interaction.

Thirty-five percent of teachers mentioned membership in all-black cliques as a non-coping behaviour. An interesting difference is apparent between the two schools.. In

one school, it is the girls who form cliques and appear as a group to have power and influence over the rest of the black students, and in the other school it is the boys. These groups are perceived by a number of teachers to be troublesome particularly in halls and locker areas where resentment of authority is most evident.

Ignoring or resenting authority is mentioned by almost one-third of the teachers. They feel that these students do not understand what limits they must put on their behaviour and have difficulty accepting discipline. A few teachers also mentioned that non-coping students tend to switch to dialect in order to exclude others and accuse the teacher of picking on them because they are black.

A student who is seen to be coping well, according to 38% of the teachers, is one who interacts readily with both black and white students. Other indications that a student is coping, each mentioned by a few teachers are: the student can solve problems without physical force or yelling, has respect for the property of others, is able to offer support to peers, maintains an easy-going humour, and accepts the fact that Canada is home.

In relationship to the teacher, the coping student is eager to please and does not aggravate or take advantage of the teacher, seeks help in the classroom and after school, follows directions and responds to authority, and is able to chat with the teacher on a one-to-one basis.

Approximately one-quarter of the teachers say that in the classroom, the coping student is responsible and organized and comes to class prepared. He or she is also motivated and able to work independently. Other behaviours mentioned by a few teachers are: the student is punctual, either performs at grade level or is willing to work on basics, participates in class, can work in groups and can accept help.

Most of the teachers interviewed do not feel that there are communication problems with West Indian students. They feel that they understand what the students say to them and assume that what they say is understood. A few teachers state that they will stay with a student, rephrasing and simplifying where necessary until they are satisfied that the student understands. Several teachers have been made aware of vocabulary differences when a student has asked the meaning of some commonly used words, such as couch and (water) tap.

It would appear from the above that teachers are able to identify coping students, but are not so sure of non-coping students in terms of their behaviour.

Suggestions for easing the transition of West Indian students into the Canadian school system were made by a number of teachers. Most frequently mentioned was the establishment of orientation classes, where the students could be gradually introduced to the school system, and where their abilities could be assessed to permit appropriate placement. Another suggestion was for special schools or classes for immigrant students so that their basic skills

could be up-graded to a reasonable level before putting them in regular classrooms. These teachers felt that a full rotary system was too much for these children to handle initially, and many with poor skills are "lost in the shuffle" in large classes with varying levels of skill.

Other suggestions were:
- Hiring more black teachers as role models
- At least one warm, empathetic West Indian to teach - someone for the students to talk to about their feelings and about home
- More ESL teachers

One school has instituted an after-school drop-in program. This program was not specifically set up for black students, and both black and white students take advantage of it. A number of teachers mentioned that this program has gone a long way in solving the problem of black students hanging around the halls and locker areas after school, which has caused major discipline problems.

Pre-/Post-Measures

Data were collected on a pre-test/post-test basis on four measures, the Behaviour Rating Checklist, the Self Concept Inventory, the Sentence Completion and the Sociogram.

Behaviour Rating Checklist: The Checklist was comprised of 17 items in which teachers were asked to rate students on a five-point scale. A minimum of six Checklists was completed for each student in the sample in both fall and spring. Although the maximum score for each Checklist was 85, some teachers did not complete all items for each student feeling that they did not have sufficient knowledge to make an accurate rating, therefore it was decided to express the score for each Checklist out of 100. Each student's final score was the average of the scores for all the Checklists completed for him. Group averages were then calculated for both fall and spring results. Checklists were also judged for consistency, that is, if the range of students' scores did not exceed 25, the Checklists were said to have high consistency; if the range exceeded 25, the consistency was low.

AVERAGE SCORE ON BEHAVIOUR RATING CHECKLIST

	Coping (N=25)		Questionable(N=19)		Non-Coping(N=14)	
	Average	Stan. Dev.	Average	Stan. Dev.	Average	Stan. Dev.
Fall	76	6	70	8	66	10
Spring	73	7	69	8	68	10

It is obvious that there was little change for each group from fall to spring. The reader will note that the standard deviation for the three groups varies considerably. There was a much wider range of scores among the non-coping students than among either the coping or questionable students. This would seem to indicate that the staff are much closer in their perceptions of coping students as a group, than they are in their perceptions of non-coping students.

Self Concept Inventory: Average Self Concept scores calculated for each group in both fall and spring are presented in the following table.

AVERAGE SELF CONCEPT SCORES*

	Coping (N = 25)		Questionable(N=19)		Non-Coping(N=14)	
	Average	Std. Dev.	Average	Std. Dev.	Average	Std.Dev.
Fall	16	3	14	3	12	4
Spring	18	4	14	4	13	5

* The maximum score is 25.

It is evident that as groups, both copers and non-copers showed small gains in their Self Concept scores during the five months between administrations of the inventory. Among the non-copers, three students dropped their scores by an average of three points, while the remaining eleven students obtained increases in their scores, ranging from one to eight points.

In the spring, the average score for coping students was slightly above that obtained by North York students at the Junior High level, i.e. 16.5.

Sociogram: The following table indicates the percent of students in each group who were isolates, i.e. they were not selected by any of their classmates as someone they would like to work with.

PERCENT OF STUDENTS IN EACH GROUP
DESIGNATED AS ISOLATES

	Coping (N = 25)		Questionable (N=19)		Non-Coping (N=14)	
	#	%	#	%	#	%
Fall	3	(12)	8	(42)	9	(64)
Spring	5	(20)	8	(42)	2	(14)

In the non-coping group in the fall, nine students or 64% were isolates, that is, were not chosen by others, and only two remained isolate in the spring. Thus, isolation early in the year is not necessarily a good indicator of non-coping behaviour. Of the seven who made friends throughout the year, six had mutual choices, that is, one of the students they chose, also chose them. In four of these instances, the mutual choices were black students of the same sex, while the remaining two chose and were chosen by white students. One student chose three white students, and was chosen by one black student of the same sex.

Among the coping students, there was an increase in the number of students who were isolate. One of these students was new to the school in the fall and therefore did not complete the fall sociogram. This student obviously did not establish a close friendship with anyone in his English class. The second student spends considerable time in pre-vocational classes and is thus not well known to his classmates in English.

There was no change among the questionable group in terms of the number of students who were isolates.

Sentence Completion: The responses to each of the six items comprising the sentence completion were coded to reflect the major themes expressed by the students. The codes for each item are summarized in a table, followed by a few verbatim responses to illustrate the most frequently mentioned ideas. In general, there were few major differences among the other groups of students in the nature of their responses.

1. ONE OF THE BEST THINGS ABOUT THIS SCHOOL IS -

RESPONSE	Coping		Questionable		Non-Coping		TOTAL	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)
1. The Teachers	7(28)	5(20)	7(37)	6(32)	4(29)	7(58)	18(31)	18(32)
2. Other Students	6(24)	1(4)	4(21)	4(21)	4(29)	1(8)	14(24)	6(11)
3. After School Activities	2(8)	4(16)	4(21)	3(16)	3(21)	-	9(16)	7(13)
4. School Program	12(48)	6(24)	6(32)	3(16)	1(7)	3(25)	19(33)	12(21)
5. Physical Qualities of School	3(12)	4(16)	3(16)	1(5)	-	-	6(10)	5(9)
6. Nothing is Good	-	-	-	3(16)	2(14)	-	2(3)	3(5)
7. Other	-	4(16)	-	2(11)	2(14)	1(8)	2(3)	7(13)
8. No Answer	-	-	1(5)	-	-	-	1(2)	-
N	25		19		14	12	58	56

The non-coping students appear to be somewhat less critical of their teachers than the coping students, e.g. the percentage of coping students who stated that the best thing about school was the teachers, dropped from 28% to 20%, while the percentage of non-copers rose from 29% to 58%. The reader will note, however, that the number of students involved is very small.

Some typical responses are:

- The teachers don't boss you around
- The teachers are very nice
- The teacher don't hit you
- It is very big and you get to go into different class every period
- The afternoon club and the drop in on every Thursday.

II. WHEN I GROW UP I WANT TO BE -

RESPONSE	Coping		Questionable		Non-Coping		TOTAL	
	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test	Pre-Test	Post-Test
	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)
1. Professional - Teacher, Doctor, Nurse, etc.	8(32)	12(48)	10(53)	10(53)	7(50)	6(50)	25(43)	28(50)
2. Arts - Actress, Artist, Musician, etc.	5(20)	5(20)	4(21)	5(11)	1(17)	2(17)	10(17)	12(21)
3. Trades - Mechanic, Electrician, etc.	1(4)	4(16)	5(11)	4(21)	1(7)	2(17)	7(12)	10(18)
4. Service - Police, Armed Forces, etc.	7(28)	3(12)	3(16)	3(16)	3(21)	-	13(22)	6(11)
5. Other	1(4)	-	1(5)	-	-	-	2(3)	-
6. Undecided	3(12)	2(8)	1(5)	-	2(14)	-	6(10)	2(4)
7. No Answer	1(4)	-	1(5)	-	2(14)	2(17)	4(7)	2(4)
N	25		19		14	12	58	56

It is of interest to note that the percentage of those aspiring to professional jobs is high, given the level of basic skills and the age of the students. Thus, their expectations appear to be somewhat unrealistic.

Some responses to this item are:

- A nurse or secretary, or a modler (model)
- An actress or television
- An international sportsman that travels all over and plus I must get a monthly payment
- A nurse because I like helping people .....

IV. I CAN'T LEARN WHEN -

RESPONSE	Coping		Questionable		Non-Coping		TOTAL	
	Pre-Test #(%)	Post-Test #(%)	Pre-Test #(%)	Post-Test #(%)	Pre-Test #(%)	Post-Test #(%)	Pre-Test #(%)	Post-Test #(%)
1. Too Much Noise	17(68)	18(72)	15(79)	15(79)	9(64)	8(67)	41(71)	41(73)
2. Poor Classroom Control	2(8)	1(4)	-	-	1(7)	-	3(5)	1(2)
3. Poor Subject Presentation	-	4(16)	1(5)	1(5)	-	-	1(2)	5(9)
4. Dislike of Subject or Teacher	1(4)	1(4)	-	-	2(14)	-	3(5)	1(2)
5. Personal Problems	-	2(8)	2(11)	3(16)	3(21)	1(8)	5(9)	6(11)
6. Other	6(24)	2(8)	-	1(5)	1(7)	2(17)	7(12)	5(9)
7. No Answer	-	-	-	1(5)	1(7)	1(8)	1(2)	2(4)
N	25		19		14	12	58	56

A majority of students in all groups stated that they cannot learn when there is too much noise.

Some responses to this item are:

- Someone is making noise or talking
- My friends are around
- People are talking and I have something on my brain
- I worried from home
- Kids are making up noise and the teachers are very upset then I get confuices (confused).

V. IF I SHOULD FAIL IN SCHOOL -

RESPONSE	Coping		Questionable		Non-Coping		TOTAL	
	Pre-Test #(%)	Post Test #(%)	Pre-Test #(%)	Post Test #(%)	Pre-Test #(%)	Post Test #(%)	Pre-Test #(%)	Post Test #(%)
1. Try harder repeat year	9(36)	11(44)	6(32)	11(58)	5(38)	6(50)	20(34)	28(50)
2. Feel Upset	6(24)	4(16)	4(21)	1(5)	-	1(8)	10(17)	6(11)
3. Parental Disapproval	3(12)	1(4)	5(11)	3(16)	2(14)	1(8)	10(17)	5(9)
4. Quit School, Change Schools	2(8)	4(16)	2(11)	-	2(14)	1(8)	6(10)	5(9)
5. Summer School - Extra Help	1(4)	1(4)	1(5)	1(5)	-	-	2(3)	2(4)
6. Blame Teacher or School	1(4)	-	-	2(11)	-	-	1(2)	2(4)
7. Other	1(4)	1(4)	1(5)	1(5)	1(7)	1(8)	3(5)	3(5)
8. No Answer	2(8)	2(8)	2(11)	-	4(29)	2(17)	8(14)	4(7)
N	25		19		14	12	58	56

The increase in the percentage of those responding that they would try harder or repeat this year (from 34% to 50%) is probably a function of the timing of the post-test, which took place in April when it is realistic to think in these terms.

Some responses are:

- Next time I'll do better

- My mother would kill me
- I would want to go to another school
- I would go back again and learn about my mistake
- I will be miserable all time.

VI. ONE THING I'D LIKE TO CHANGE IN THIS SCHOOL IS ....

RESPONSE	Coping		Questionable		Non-Coping		TOTAL	
	Pre-	Post-	Pre-	Post-	Pre-	Post-	Pre-	Post-
	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)	#(%)
1. Students' attitudes -i.e., cruelty, discipline	5(20)	6(24)	3(16)	4(21)	3(21)	3(25)	11(19)	13(23)
2. Teacher/student Relationships	2(8)	2(8)	1(5)	2(11)	2(14)	1(8)	5(9)	5(9)
3. School Program, Options, Home-work	7(28)	4(16)	5(11)	1(5)	4(29)	1(8)	16(28)	6(11)
4. School Organization Rules	1(4)	9(36)	1(5)	4(21)	2(14)	5(40)	4(7)	18(32)
5. Nothing, No Change	6(24)	2(8)	3(16)	2(11)	2(14)	1(8)	11(19)	5(9)
6. Other	1(4)	2(8)	2(11)	4(21)	2(14)	1(8)	5(9)	7(13)
7. No Answer	3(12)	-	2(11)	2(11)	2(14)	1(8)	7(12)	3(5)
N	25		19		14	12	58	56

As might be expected over the course of a school year, there is an increasing intolerance of school rules and regulations, and a decrease in those responding that they would like to change school program and options.

Some comments in this area are:

- Them unnecessary rules that are being established
- Some of the students and some of the teachers
- How some of the kids talk to the teachers
- The way the children act
- To stop the same boring things in my classes all the time
- When the student make lost of noise when the teacher is speaking
- Prejudice fighting, too many skippers.

Systematic Observation

Each student in the sample was observed during seventeen 5 - minute observation periods from December to March. On the average, each student was observed five times during December - January and six times in each of February and March. The data were examined initially to determine whether there were any changes reflected over the three observation periods and as this did not seem to be the case, the results were collapsed over the time variable.

The major analysis examined the various categories of the observation schedule for the three groups - coping, non-coping and questionable. The following is the set of questions posed:

1. On-task/off-task behaviour - Is there a difference between the three groups in the amount of on-task/off-task behaviour, i.e., do students who are coping well tend to be on-task more often than those who are not?

   Is there a difference between the types of behaviour observed in the three groups? Selected behaviour categories were then grouped to look at possible patterns of behaviour, for example,

   (a) Withdrawn behaviour - which included three sub-categories, solitary standing, watching others - off-task, no interaction - off-task.

   (b) Negative behaviour - inappropriate interaction, verbally uncontrolled.

   (c) Appropriate interactions - on task - verbal and non-verbal.

   (d) Quiet, conforming behaviour - on-task watching others, on-task - no interaction.

2. Interaction

   (a) With peers - With whom do students interact? Are copers more likely to interact with both black and white students? Do the three groups differ in the number of interactions they initiate?

   (b) With teachers - Does one group of students interact with the teacher more frequently than another? Are non-copers less likely to initiate interactions with the teacher? Are they less likely to volunteer answers in class because of insecurity or lack of understanding of class work?

3. Behaviour by Subject - Does behaviour vary with the subject taught? Are students more likely to be on-task in activity-oriented subjects where the lack of basic academic skills may not be as great a handicap?

4. Seating - With whom do students sit - black and non-white students or a mixture of black and white? Is there a difference between the three groups in classes where they are free to choose their seats? Are students more likely to be on-task in a class where seating is assigned? Does behaviour vary according to seating arrangement, e.g. in rows or sitting at table?

5. Atmosphere - Is there a relationship between the amount of noise and confusion in a class and the type of student behaviour? Does this vary with the three student groups, e.g. is there more off-task behaviour in a noisy class? Are non-copers more likely to be distracted by noise? Are they more likely to be off-task than copers, who work despite the confusion around them? Is the behaviour also affected by the degree of relaxation or tension in a classroom?

6. Class Size - Are students more likely to be on-task in smaller classrooms? Is there more interaction with the teacher, less inappropriate behaviour? Does the behaviour vary between the three student groups?

7. Time - Does student behaviour vary by time of day - e.g. are they noisier in the afternoon? Is there a difference between the coping, questionable and non-coping groups?

8. Sex of Teacher - Does observed behaviour vary with the sex of the teacher?

9. Sex of Student - Does observed behaviour vary with the sex of the student? Is one group more likely to be on-task than another? Do the differences vary between the three groups?

Each of these questions is considered in the following sections.

1. On-Task/Off-Task Behaviour

The behaviour of the three student groups was divided into the four general categories on-task, off-task, not clear and no task designated. Observations, where the nature of the behaviour was unclear or where there was no specific task assigned were few, and they tended to be evenly divided across the three groups. The following table indicates the amount of on- and off-task behaviour

for each of the three groups. The reader should examine the table with the following questions in mind - Are students considered to be coping more likely to be on-task - i.e., doing what is expected of them than those who are not coping? Are the non-copers more likely to be off-task? e.g. being disruptive or day-dreaming? Where does the questionable group fit into the general picture?

NUMBER AND PERCENT OF OBSERVATIONS CATEGORIZED AS ON/OFF TASK BEHAVIOUR

STUDENT GROUPS	On-Task Behaviour		Off -Task Behaviour		Not Clear		No Task Designated		Total	
	N	%	N	%	N	%	N	%	N	%
Coping	3503	82	692	16	10	< 1	45	1	4250	100
Questionable	2599	77	714	21	8	< 1	39	1	3360	100
Non-Coping	1768	74	567	24	5	< 1	40	2	2380	100

Coping students were observed on-task more frequently (82%) than either questionable (77%) or non-coping students (74%) and conversely they were observed to be off-task less frequently than either questionable or non-coping students.

Categories of On/Off Task Behaviour.

As mentioned earlier in the description of the observation schedule, on/off task behaviour was subdivided into 10 categories - solitary standing; ignoring positive overtures, inappropriate interaction, verbally uncontrolled, seeking praise, watching others, non-verbal, verbal, co-operative and on/off-task no interaction. None of the observed behaviour fell into the category - ignoring positive overtures. The following five categories were common to both on-task and off-task behaviour:

1. verbally uncontrolled, e.g. shouting out an answer in a quiet class or calling to a friend across the room;
2. watching others - e.g. on-task a student watching a teacher or fellow student explaining class work. In an off-task situation, the student would be watching behaviour unrelated to the task at hand.

3. Non-verbal behaviour could be on-task, e.g. passing a pencil to a friend or off-task, e.g. poking the student in the next seat.

4. Verbal behaviour involved any verbal interaction. Interactions related to class work were considered on-task. Social interactions unrelated to the work were off-task.

5. Behaviour classified as on-task/no interaction, generally meant the student was doing assigned work. This behaviour was considered off-task when a student was quietly day-dreaming or busy at something other than the work assigned, e.g. doing Science in English class or reading a comic book in Geography class.

Two categories were exclusive to on-task behaviour, seeking praise and co-operative behaviour. Seeking praise was defined as seeking reassurance and support from the teacher. Co-operative behaviour involved interaction of two or more students in a group project or instruction of a skill. This behaviour was observed most frequently in certain classes, e.g. in Creative Living students are required to work in pairs for activities such as cooking. In other classes, e.g. Math, this behaviour was seldom observed. Students helped each other in all classes but co-operative efforts were most often part of work assigned in specific classes.

The remaining two categories were exclusive to off-task behaviour, solitary standing and inappropriate interaction. Solitary standing was defined as standing alone, sitting, visual gaze averted from others, wandering without observable interest in others or activity. This was seen as the behaviour of an isolate. In contrast to occasional day-dreaming, solitary behaviour involved total withdrawal from the class. Inappropriate interaction was defined as physical or verbal aggression or interference in a group activity. When observed, this behaviour generally involved physical aggression such as tripping or punching.

The following table indicates the percentage of on-task behaviour observed in each of the seven categories for each of the three groups.

CATEGORIES OF ON-TASK BEHAVIOUR

CATEGORY	Coping		Questionable		Non-Coping	
	N	%	N	%	N	%
On-Task - No Interaction	2426	69	1676	64	1217	69
Verbal	844	24	672	26	438	25
Co-operative	110	3	127	5	42	2
Non-Verbal	66	2	52	2	28	2
Watching Others	44	1	60	2	38	2
Seeking Praise	6	1	9	1	-	-
Verbally Uncontrolled	7	1	3	1	5	1
TOTAL	3503	100	2599	100	1768	100

There was very little difference between the three groups in each of the categories.

Two-thirds of the on-task behaviour did not involve interaction with others, i.e., the time was spent working on their own, while students spent approximately 25% of their time involved in verbal interaction.

Very little time was spent in co-operative interactions (copers 3%, questionable 5%, non-copers 2%) or watching others (copers 1%, questionable and non-copers 2%); the amount of seeking praise and verbally uncontrolled behaviour was negligible.

Small differences were evident among the three groups in terms of their off-task behaviours.

CATEGORIES OF OFF-TASK BEHAVIOUR

	Coping		Questionable		Non-Coping	
	N	%	N	%	N	%
Verbal	407	59	344	48	301	53
Watching Others	158	23	188	26	135	24
Off-Task/No Interaction	98	14	148	21	110	19
Verbally Uncontrolled	10	2	6	1	5	1
Non-Verbal	7	1	13	2	7	1
Inappropriate Interaction	9	1	12	2	7	1
Solitary Standing	3	<1	3	<1	2	<1
TOTAL	692	100	714	100	567	100

At least half of the off-task behaviours observed for each group were coded as verbal, i.e. talking to other students about things unrelated to the classroom work to be done. Copers tended to be slightly more verbal (59%) than either non-copers (53%) or questionable (48%) students.

Approximately one-quarter of the off-task behaviour for each group was spent watching other students or activities unrelated to the work assigned.

The non-copers (19%) and questionable (21%) students spent more of their time engaged in "day dreaming" (i.e. quietly gazing into space) than did the coping students (14%).

Behaviour was seldom coded in the remaining categories and when it was, there was no difference between the three groups.

As the tallies for individual categories yielded virtually no differences between the three groups, several categories were grouped together in an attempt to determine whether this procedure would separate the groups. The four groups of categories examined are as follows:

(I) Quiet Conforming: on-task - watching others; on-task - no interaction.
(II) Appropriate Interaction: on-task verbal and non-verbal.
(III) Negative Behaviour: Inappropriate interaction, verbally uncontrolled.
(IV) Withdrawn Behaviour: Solitary standing, watching others - off-task, off-task - no interaction.

The percent of behaviours coded in each of these four groups is shown in the following table.

STUDENT GROUPS	Quiet Conforming		Appropriate Interaction		Negative Behaviour		Withdrawn Behaviour		Total Observed Behaviour*	
	N	%	N	%	N	%	N	%	N	%
Coping	2451	58	910	21	52	1	259	6	4250	86
Questionable	1735	52	724	22	21	<1	339	10	3360	85
Non-Coping	1255	53	466	20	17	<1	247	10	2380	84

Again, there was little difference between the three groups. Over half of their behaviour was categorized as quiet, conforming, with a slight tendency for copers to be observed engaged in this type of behaviour more often than non-copers or questionable students. As well, the latter two groups of students were somewhat more often observed engaged in withdrawn behaviours than the copers, although generally this type of behaviour was observed relatively infrequently.

* Total observed behaviour in each group was the base for calculating percentages. Since all observed behaviour was not included, the percent columns do not add up to 100.

2. Interaction with Peers and Teachers.

Coping students interacted slightly more often with white students (25%) than did either questionable (22%) or non-coping students (17%). There was little difference between the groups in terms of the percent of interactions with other black students (approximately 47%) and teachers (approximately 20%).

As well as recording who the students interacted with, the observer also coded the nature of the interaction as being mutual, initiated, terminated, unclear.

- Mutual interactions were those involved in co-operative activities. These were found mainly in classes where work in pairs or groups was part of the assigned work.

- Interactions labelled 'Initiated' and 'Terminated' indicated who initiated or terminated the interaction.

- Interactions were labelled 'Unclear' when the observer was not certain who initiated or terminated an interaction. It was often difficult to determine whether a subject initiated or terminated each 30-second section of a long verbal interaction.

Coping students tended to initiate interactions somewhat more often (41%) than students in the other two groups (31%), although there was no difference among the groups in terms of terminating interactions (23%) .

Copers engaged in mutual interactions slightly less often (7%) than either non-copers (10%) or questionable students (12%).

As indicated above, approximately 20% of all student interactions involved teachers, and approximately 44% of the time students initiated these interactions. On occasion, student initiated interactions were purely social, as in the case of one of the livelier copers who walked by the teacher's desk in mid-class and said "Hi Sir!".

Student initiated interactions were also examined in terms of whether they were verbal or non-verbal. Copers initiated non-verbal interactions (e.g. raising hand to volunteer to answer a question) far more often (29%) than either questionable students (21%) or non-copers (16%).

Tables 1 - 4, Appendix E, present in detail the results discussed in this section.

3. Behaviour by Subject Area: Core Vs. Activity-Oriented

As the number of observations in any one subject area was relatively small, it was decided to divide the subject areas into two groups, Core (French, English, Math, Geography, History, Science) and Activity-Oriented (Physical Education, Creative Living, Theatre Arts, Industrial Arts, Art, Music, Typing).

The following table indicates the percent of behaviour coded as on- or off-task in academic as compared with non-academic classes.

BEHAVIOUR IN CORE AND ACTIVITY-ORIENTED CLASSES

STUDENT GROUPS	Core						Activity - Oriented					
	On		Off		Total		On		Off		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
Coping	1956	82	440	18	2396	100	991	88	138	12	1129	100
Questionable	1400	74	494	26	1894	100	917	86	156	15	1073	100
Non-Coping	1081	72	431	29	1512	100	611	82	138	18	749	100

As indicated in earlier analyses, copers tend to be on-task more often than students in the other two groups. The difference between copers and non-copers in terms of percent of on-task behaviour is most pronounced, however, in Core subjects. Although all students were recorded as being on-task more often in Activity-Oriented as compared with Core subjects, there is a much greater change for questionable and non-coping students than for coping students. It is interesting to note that in Activity-Oriented classes, interaction is encouraged and acceptable.

There are several reasons for differences in on-task behaviour between Core and Activity-Oriented subjects. For example.

- Activity-Oriented subjects require fewer basic language and math skills than Geography or English.
- Although the Activity-Oriented subjects may involve some Math and Language, students cannot progress very far in Wood Work or Cooking, for example, without becoming aware that something is wrong. They then must consult the teacher or a fellow student.

- Activity-Oriented subjects such as Theatre Arts and Physical Education involve imagination and physical skills.
- Activity-Oriented subjects tend to yield results of success or failure more quickly than many Core subjects, e.g. cookies are baked in one period, whereas a history assignment can take a week or longer.

4. Seating

The data were analyzed in terms of two variables related to seating - (1) the arrangement of desks and/or tables in the classroom and (2) whether or not the students were free to choose their own seats.

Seating Arrangement: There were three common seating arrangements:

1. Face-to-face - usually at tables of varying size.
2. Single row seating - students sitting in rows at individual desks with an aisle between each row.
3. Double row seating - two students sitting side by side in rows at individual desks with an aisle between the double rows.

A fourth category called "other" included classes such as "Theatre Arts or Physical Education which have no specified seating arrangement.

The type of arrangement appeared to influence the amount of on-task behaviour for only one group - the questionable students. These students demonstrated the most on-task behaviour in the single row seating arrangement (83%) and the least on-task behaviour in the double row arrangement (71%). There was little difference for copers and non-copers across the three seating arrangements. (See Table 5, Appendix E).

Selected vs. Assigned Seating: In most classes students were free to choose where and with whom they sat, although on occasion teachers separated students if they were disruptive. At the beginning of the year, a number of teachers asked students to choose the seats which would be theirs for the school year. In both these cases seats were considered to have been chosen by students.

Some teachers assigned seats rather than asking students to choose them. This method was often used to break up disruptive groups or students who distracted each other from their classwork. There were a small number of classes in which black students had obviously been separated, generally however, students' friendships that were not disruptive appeared to be considered when seats were assigned.

Assigned seating plans were more likely to be found in classes with a number of difficult students or where teachers had problems controlling a class. A teacher who did not normally assign seats might make an exception in the case of a particularly disruptive group of students.

Coping students were on-task more often in classes where they chose their own seats (88%) as compared with classes where the seats were assigned (77%). This pattern was the same for non-copers (77% vs. 72%), but was reversed for the questionable students who were observed on-task 84% of the time in classes with assigned seats and 79% of the time in classes where they chose their seat themselves. (See table 6, Appendix E).

5. Atmosphere

The degree of on-/off-task behaviour was examined in terms of three variables related to classroom atmosphere, degree of relaxation, orderliness, and noise level. During each observation period, the observer rated each of these dimensions on a five-point scale.

Relaxation: As few classes were rated in the two extreme categories related to "tense", only the first three categories were included in the data analysis.

In general, most classes were rated as very relaxed. For copers, the more relaxed the class, the more on-task behaviour was recorded. The questionable students demonstrated a larger percent of on-task behaviour in the least relaxed classes (93%) vs. more relaxed classes (80%), although it should be noted again that few classes were rated anything other than relaxed. No clear pattern emerged for the non-coping students. (See Table 7, Appendix E).

Orderliness: Classroom orderliness was rated on a five-point scale from orderly to chaotic. As with the relaxation variable, the two extreme categories describing a chaotic classroom were not used. Among the remaining three rating categories, the pattern of results was similar for copers, non-copers and questionable students, i.e. the more orderly the class, the more on-task behaviour was observed. (See Table 8, Appendix E).

Noise Level: The noise level of the classroom was rated in terms of the following four categories:

1. one speaks at a time; otherwise quiet whispering;
2. general hum of activity or several students speaking at the same time;
3. lots of noise; many speaking;
4. widely variable - this was not a matter of degree - rather a situation where combinations of (1), (2) and (3) might occur during one class period.

No clear cut pattern of behaviour emerged for any group. The questionable and non-coping students demonstrated less on-task behaviour when there was a "general hum of activity" as compared with "lots of noise, many speaking". The noise level had little effect on the degree of on-task behaviour recorded for copers. (See Table 9, Appendix E).

Some qualifying remarks are necessary with regard to this section. As noted, on the dimensions of relaxation and orderliness, only the first three of five rating categories tended to be used. A more specific description of each point on the rating scale may have produced a wider range of ratings and perhaps more clear cut patterns. Secondly, in some situations the degree of orderliness was difficult to assess. This was particularly true when almost every student in a class might be talking and moving about carrying out many different assignments.

A factor to be considered in relation to the third category on the noise dimension "lots of noise" is that this noise level was most frequently observed in the gym where students were often observed on-task. In these situations lots of noise would be part of the activity, e.g. shouting, encouragement to a team mate; laughter while attempting an obstacle course, tumbling, etc.

6. Type of Class: Regular or ESD/Remedial

The observation records were divided into two groups based on the number of students present in the class when the observation took place. Small classes were defined as those comprised of fifteen students or less. Included in the small class category were E.S.D. and remedial classes, as well as classes that were generally small because few students had elected that option and classes that fell into the "small" category on a particular day because most of the class was absent. Classes that were often small were French, Sewing and Shop. However, History, Geography, Math and English on occasion had their class size depleted by trips to the library, guidance office, etc.

For copers and non-copers, 26% of their small-class observations were carried out during remedial classes, while for questionable students, 33% were in remedial classes. Approximately 10% of all the observations carried out on students in each of the three groups were in small classes.

The extent of on-task behaviour for the three groups was examined in two types of classes:

1. ESD and Remedial classes.
2. Regular classes.

ON-TASK BEHAVIOUR BY TYPE OF CLASS
REGULAR OR ESD/REMEDIAL

STUDENT GROUPS	E.S.L. and Other Remedial Classes			Classes of 16 or more Students		
	N	%	Total on/off Behaviour	N	%	Total on/off Behaviour
Coping	105	95	110	3147	83	3784
Questionable	107	92	116	2326	78	2988
Non-Coping	80	100	80	1547	76	2028

It is obvious that all three groups demonstrated the largest percent of on-task behaviour in the ESD and Remedial classes. For coping and questionable students, there was no difference in degree of on-task behaviour in regular classes having less than 15 students as compared with classes having more than 15 students. On some occasions, a few regular classes had small attendance for a variety of reasons, e.g. field trips, library work, etc. On these occasions, non-copers were not on-task as much as the other groups. It may be that students felt less pressure to work in small classes where half the students were away on a field trip or in the library. In Remedial classes, on the other hand, emphasis is placed on ensuring that each student understands what is expected of him and that he is working.

7. Time of Day

On-/off-task behaviour was examined in terms of the time of day observations were made, i.e. the first three periods in the day vs. the last three periods in the day. As period 4 was usually part of the lunch break, fewer observations were made during this time and so it has been deleted from the analysis.

For all three groups, slightly less on-task behaviour was recorded at the end of the day as compared with the beginning of the day. (See Table 10, Appendix E).

8. Sex of Teacher

The observation records for the three groups were separated into those classes taught by female teachers and those taught by male teachers. Both copers and non-copers were recorded on-task slightly more often in classes taught by male as opposed to female teachers. For the questionable students, there was no difference. (See Table 11, Appendix E).

9. Sex of Student

Records for male and female students in each group were separated and the degree of on-task behaviour calculated. Among the coping and questionable students, females were on-task slightly more often, while in the non-coping group, male students were observed on-task slightly more often. The differences in on/off-task behaviour, between males and females, however, were very small. (See Table 12, Appendix E).

Summary: Systematic Observation

It is of interest to note that there was a similarity of behaviour among all three groups, e.g. more than half of the entire sample's on-task time was spent in a quiet and conforming manner. Some differences among the groups can be generalized, although the reader is reminded that the differences are slight and show only trends of the group as a whole.

The coping group was more often on-task than the other groups. As might be expected, this occurred even more often in academic subject classes. Another point to be noted is that this particular group had a high on-task performance in classes where the atmosphere was most relaxed, but orderly and where they chose their own seat locations. Noise did not seem to affect their capacity to complete work and stay on-task. This group generally initiated interactions more frequently in class with other students and

with the teacher, i.e., by raising their hand to volunteer answers. The copers also tended to interact slightly more often with white students than did the other groups. Their off-task behaviour appeared to be different from the non-coping and the questionable group in that they were more likely to be found talking to classmates rather than being quietly off-task as were the other groups.

The non-copers were not unlike the coping group in atmosphere preference. They were found to be more on-task in classes where they chose their own seats and where the atmosphere was relaxed but orderly, as well as in the small ESD and remedial classes. However, they differed in two respects. Firstly, the non-coping group was much more likely to be found day-dreaming (i.e., quietly gazing into space) when they were off-task than the other two groups. Secondly, noise and other distractions more easily set them off-task than the coping group.

The questionable group was slightly different from the other two groups. This group was more on-task in classes where the atmosphere was the least relaxed of the classes observed. They also were more on-task in classes where the seats were assigned to them rather than where they chose their own seat location, and where those seats were in single rows as opposed to double rows, i.e., fewer distractions available. Noise also affected their on-task capacity in a negative way.

SUMMARY OF TRENDS SEEN IN SYSTEMATIC OBSERVATION

	Coping	Non-Coping	Questionable
On-Task			
In core subjects	[X]	[ ]	[ ]
Most relaxed, orderly atmosphere	[X]	[X]	[ ]
Least relaxed atmosphere	[ ]	[ ]	[X]
Chose own seat locations	[X]	[X]	[ ]
Assigned seats	[ ]	[ ]	[X]
Affected by noise	[ ]	[X]	[X]
Not affected by noise	[X]	[ ]	[ ]
Off-Task			
Talking to classmates	[X]	[ ]	[ ]
Day dreaming	[ ]	[X]	[ ]
Interaction			
Initiated interactions with students and teachers	[X]	[ ]	[ ]
Interacted with white students	[X]	[ ]	[ ]

Case Studies

In the following section, case studies of twelve West Indian students are presented. The research material for the case studies was gathered during a month of open observation in the two junior high schools. We thought that further observation of a selected sample of students would provide a clearer picture of the school behaviour of coping and non-coping students.

The decision was made to observe each child for a total of six periods; in class as well as between class periods and at lunch. The objective was to observe each student three times for two consecutive periods, on different days, and at different times during the day. An effort was made to balance Core and Activity-Oriented subjects. It should be noted that frequently it was not possible to maintain the two period observation schedule. Increasingly, as a result of timetabling and attendance problems, students were observed for only one period at a time.

The observations were carried out during March and early April. The observer sat at the back of the classroom, moved about when possible and took notes on the classroom activity in general and the behaviour of the subject in particular. The students were also watched in the halls between classes. By the end of the first week in April, each of the twelve students had been observed for a total of six periods.

Based on the original categorization of students, four copers, four non-copers and four students in the questionable category were identified by the committee for further observation. Boys and girls were equally represented within each category.

In the section below, a description of each student is given. The information provided is based primarily on the open observations, but reference is also made to the interviews with students and to the scores on the four paper and pencil measures. It became obvious during the observation period that a few students had changed categories from the original designation. Thus for the purpose of a summary following the case studies, students were reassigned.

COPERS

Two boys and two girls were selected from the group of 25 coping students. All had achieved positive pre-test results on most or all of the four school instruments and were given positive ratings by the interviewer on most or all the factors considered in his interview with them, (i.e. school satisfaction, teacher satisfaction, school performance, peer relationship, self esteem and mental state).

Agnes* - Grade 7

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	+	+
Teacher Satisfaction	+	+	Behaviour Rating	+	+
School Performance	+	+	(consistency)	low	low
Peer Relationship	+	+	Sociogram	not done	-
Self-Esteem	+	+	Self-Concept	+	+
Mental State	+	+			

Agnes is a new comer. She arrived in Canada in July of 1976, and had her first Canadian school experience in September.

Agnes is a grade 7 student who appears to have adjusted very well to school. She is a quiet, conscientious girl who works well on her own or with others in all classroom conditions. Even in very noisy classes, she is not distracted from work.

Agnes follows classroom discussions but only occasionally volunteers to participate. When called upon however, she can usually answer questions correctly. She participates well in class activities, e.g., recitation in French class. She appeared most at ease in the small ESD class where she volunteered answers occasionally and seemed to enjoy the lesson. She also enjoyed a boy versus girl competition in Health. It was the only situation in which she appeared animated and eager to take part.

Agnes' teachers speak highly of her and say she does very well in school. Her teachers also note that she has "made good choices in friends" and to the staff this is undoubtedly an advantage. In class, she usually sits with white students and consistently isolates herself from the black girls in her classes who are disruptive. She does, however, try to maintain good relationships with them outside of class. Typical of Agnes' school behaviour is the following excerpt from an observation of an English class:

> Agnes sits alone in English class - many of the others sit in two's. This class is very noisy. Two West Indian girls, sitting at the back of the room are loud and disruptive. Agnes is surrounded by white girls, and works quietly on her own. The teacher walks around the class checking homework. She asks Agnes if she did the homework herself

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* The names of students in the case studies have been changed.

or if she had help. Agnes answers that she did the work herself. The teacher says "terrific Agnes!"..... At the end of the class, Agnes leaves, talking with a group of black girls.

While she readily interacts with black and white students, Agnes does not seem to have any special friends. She enrolled too late to complete the pre-test sociogram. On the post-test, she chose two black girls and a white girl; no one chose her. Agnes indicated in her interview that most of her friends were white and expressed satisfaction with her peer relationships.

Agnes had been separated from her parents for five years prior to settling in Canada. Although in the first interview she described some depression related to leaving her grandparents with whom she lived during the separation period, by the second interview separation probiems were not evident, and she was subjectively and objectively confident about school.

Beatrice - Grade 8

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	+	+
Teacher Satisfaction	+	+	Behaviour Rating	+	+
School Performance	-	+	(consistency)	low	high
Peer Relationship	+	+	Sociogram	+	-
Self-Esteem	-	+	Self-Concept	-	?
Mental State	?	?			

Beatrice arrived in Canada in April, 1975, and is in her second year in the Canadian school system. She is a very shy, quiet girl who seems to enjoy school. In all the classes where Beatrice was observed, she was attentive, followed directions and worked hard.

Beatrice lacks the confidence to speak in class and to approach teachers for help. She never participated in class discussions and was never called upon to answer in class. Once during an English period she raised her hand to ask a question. Although she gave up before the teacher saw her, this is perhaps an indication that she is gaining enough confidence to seek help if she needs it.

Beatrice has difficulty with basic language skills. The following is a sample of her writing excerpted from a book report:

> "..... I learned that if you are from a different place and another person is from a different place you should call them names like Yankee. And if we are different colour we should, and help people if they're even different colour and we will even get to like them."

In spite of her obvious lack of facility in written English, Beatrice' English teacher says she is bright, tries hard and is doing relatively well, although he is not sure that she could handle advanced work. Her positive attitude and willingness to work suggest that she will overcome much of the difficulty she has with basic language skills. Compared with the other students in her class, she is doing relatively well at the grade 8 level. At the beginning of the winter term, she was one of two grade 8 students in the sample at one Junior High to be placed in an advanced Geography or History class. Beatrice was passing all subjects in the fall term and her marks showed a significant improvement in the spring term. It is interesting to note that Beatrice was one of the few students in the coping sample to rate her school performance negatively in the first interview. In the second interview she was positive about her achievement, which suggests that her performance now is more in keeping with her expectations.

Socially, Beatrice is not coping as well. She is shy and seems to have difficulty relating to others. She did seem to gain confidence over the observation period. In the early classes, she responded in a friendly way if others approached her. She rarely initiated interaction. In later observation periods, she seemed somewhat more relaxed. She occasionally initiated interactions with others in Geography and English classes, Beatrice is frequently alone between classes and does not seem to have any special friends. She is most frequently with white girls in class. In the pre-test Sociogram, Beatrice selected three white girls. One of the three chose her as well. In the post-test, she also selected three white girls but this time she was not chosen.

In spite of the fact that Beatrice has made gains in confidence during the year, she was still moderately anxious during her second interview and expressed feelings of depression. She has difficulty expressing negative feelings and still thinks about going back to Jamaica to live, which may be related to her social isolation in Canada.

Cecil - Grade 9

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	+	+
Teacher Satisfaction	+	+	Behaviour Rating	+	+
School Performance	+	+	(consistency)	high	low
Peer Relationship	+	?	Sociogram	+	+
Self-Esteem	+	+	Self-Concept	+	+
Mental State	+	+			

Cecil has been in Canada since January, 1975. He is a strong personality in the grade 9 class. He has a positive attitude to his work and is well liked by teachers and his peers.

In class Cecil was generally quiet and hard working. He worked steadily to complete assignments and was rarely distracted by others. In one large, open Geography class, he was distracted by his friends (2 black boys and one white boy) but he also seemed to organize them and get them working. The Geography teacher says Cecil is "a good kid" who is passing Geography but could do a lot better: his friends "drag him down" . The Science teacher agreed with this comment.

Cecil seldom participated in class discussion, although in Mathematics, he volunteered answers and kept answering even though he was occasionally wrong. While he didn't often speak in class, he did not hesitate to seek help from teachers and other students if he needed it.

Cecil seems relaxed and outgoing by nature. In most classes he appeared deliberately subdued and hard working. He also seemed concerned about his school performance. The following excerpt from a science class observation illustrates:

> Cecil is sitting at the back of class talking with a white boy beside him. The teacher announces that he will mark science notes for the first part of the class. Cecil is one of the first at the teacher's desk. He returns to his seat smiling and says he got 18. He asks the white student beside him what he got. He answers 17. As the teacher marks the rest of the student's notebooks, the class becomes progressively noisier; a group of black boys and girls in front of Cecil are especially loud. They are laughing at the marks they received: 12, 8, 5. Cecil seems aloof from this group. He is quietly discussing recent test results with the boy beside him.

When the teacher begins the lesson, Cecil is attentive and takes notes.

The teacher asks "What do all living things have in common?"
Cecil answers under his breath (laughing) "Life".

It should be noted however, that Cecil is not always aloof from the group of black students in this class. In one very noisy Science class, supervised by a substitute teacher, Cecil did the required work but in his spare time joked and laughed with white students and the black students in front of him. For a while, he drew sketches of people in his note-book to the great amusement of two black girls leaning over his desk.

Socially, Cecil is gregarious and gets along well with white and black students. In gym class, he volunteered to be a team captain. This was well received by the others. He has a good sense of humour. He was frequently observed telling animated stories, laughing and joking with his classmates.

The interviewer describes Cecil as a "well 'Canadianized' lad", who is confident as regards school work. In the second interview, some problems were detected in the area of black identity. However, other aspects of his personality seemed sufficiently strong so that there was no interference in other areas of his life, such as school, home and sports.

Basil - Grade 9

Interviews	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	+	+
Teacher Satisfaction	+	+	BRC	+	-
School Performance	+	+	(consistency)	high	low
Peer Relationship	+	+	Sociogram	+	-
Self-Esteem	?	+	Self-Concept	+	?
Mental State	+	+			

Basil arrived in Canada in September, 1975 after a three-year separation from his mother.

Basil appears to have had problems over the course of the year. He was initially classified as a coper based on the positive results of the four school instruments and the pre-interview. The interviewer rated him positively on all accounts except self-esteem which was questionable. He noted, however, that Basil appeared sullen and guarded during both interviews, although he denied feeling sad, or being physically or emotionally

upset very often. The post-test results showed a significant change. Basil's Self-Concept score had dropped from above the class mean to below, placing his score in the questionable category. The teacher's appraisals on the Behaviour Rating Check-list showed a negative assessment: his average score which had been just above the mean on the pre-test dropped eight points below the mean on the post-test. During the second interview he expressed generally positive feelings about his teachers, although he would like them to pay more attention to him. His Sociogram was negative on the second round.

During the observation period, Basil showed little interest in school work. He occasionally seemed to pay attention while lessons were being taught, but rarely participated in class. During periods where students were expected to work independently, Basil did nothing at all. (It should be noted that he was observed in two classes where the regular teacher was absent).

In most classes, he sat with the same three or four black friends. Late in the observation period, he sat apart from them in Science and Mathematics. He probably accomplished more in Science as a result, but in Mathematics the separation did not hinder interaction as the following observation notes indicate:

> Basil and his friend Seaton stand outside the door of the Math class chanting something over and over about the teacher. The teacher glances out the door but can't see them. Eventually they come into the class, laughing. They are the last students to arrive. Basil sits near the back, Seaton near the front. Two other black friends are seated elsewhere. Math is a very noisy class. There is a lot of activity and commotion. Basil and his friends are quiet in comparison to the others. Even though they are seated at opposite ends of the class, they call to each other, share common jokes. They ignore the boisterous activity of the other students for the most part. Once or twice Basil volunteers answers to questions. Seaton is asked to answer a homework question on the blackboard. He breaks the chalk. The four black students laugh in unison. Basil is standing at his desk, copying yesterday's homework questions from the board into his notebook. When he is not writing, he is dancing. Toward the end of the period, the teacher is talking over the noise. Seaton says: "It's time to go sir, bye". The black students laugh and Seaton and Basil are among the first to leave, laughing.

Little direct action with staff was observed. When spoken to or asked a question by a teacher, Basil seemed withdrawn and tense.

With his friends, Basil was outgoing and playful. He was always seen with the same group of black students in the halls and usually in classes as well. He could also relate well with white students. In Geography, when students were given a "work period", Basil left his group of friends and went to sit at the head of a table of five white boys. For most of the period, he entertained the group with an animated monologue.

Basil was involved in a lot of activity between classes. He seldom went directly to class, and often went in the opposite direction. He often returned to his locker (against the rules) and was frequently observed tussling, chasing and joking with his friends. One teacher commented: "Basil is always the last one in my class and the first one lined up at the door to leave". On one occasion, Seaton and Basil were observed after a Science class:

> After class Basil and Seaton run downstairs to the locker area where they meet Eddy. They hit each other playfully and all three run outside, where they chase each other, shouting, laughing and hitting. They see a dog and try to persuade it to enter a portable. Seaton and Eddy eventually shove Basil and the dog inside, slam the door and run. After a while, the dog exits and the boys enter the portable for Health class. After class, Seaton and Basil were again observed in the hall, this time playing ball with a white girl's platform shoe, throwing it back and forth over her head - as she protested, laughing.

Basil did not seem to have any problems socially and probably could improve his academic work with some effort. He appeared negative towards his school work and at times toward his teachers over the observation period. According to the Guidance Department, Basil is working at the advanced level in all subjects but Mathematics which is at the general level. In the spring term, Basil was on the borderline or failing all core subjects: Science, Mathematics, History, Geography and English.

NON-COPING

Non-coping students achieved negative or questionable results on two or more of the four school instruments and were rated negatively by the interviewer in two or more areas related to school, (e.g., teacher satisfaction, school performance, peer relationship, self-esteem, mental state).

Claudette - Grade 7

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	-	Sentence Completion	+	+
Teacher Satisfaction	+	-	Behaviour Rating	-	-
School Performance	-	-	(consistency)	low	high
Peer Relationship	-	?	Sociogram	+	+
Self-Esteem	+	?	Self-Concept	-	?
Mental State	+	-			

Claudette arrived in Canada in October, 1975. She had been separated from her mother for two years. She did not want to come to Canada, and is dissatisfied with her home situation.

Claudette is having problems adjusting to school. In class, she does not listen well, has difficulty following instructions and is very dependent on teachers and peers for direction. She is disruptive in class, frequently wandering around, talking or arguing noisily with her friends. Teachers consistently give her low behaviour ratings. The following notes from a Geography class illustrate:

> Claudette and two West Indian girls are sitting together in the Geography area. The teacher tells the class they must finish a unit of work or stay after school. Claudette opens her books and seems to work intermittently, but does a lot of fidgeting, rocking in her chair, lounging on the desk, singing, talking. She frequently talks or argues loudly with one girl or the other at her table. She leans over their work, leans on them, pokes them to get their attention. At the end of the period, those students who have finished their work, leave. Claudette stays behind, pouting. One of her friends helps her with her work. Claudette lines up to have the teacher check it. Her friends are waiting for her. She tries to get in at the head of the line, but eventually moves to the end.

While her classroom behaviour is disruptive, Claudette is not deliberately uncooperative. She does not usually participate in class discussions but she does make an effort to participate in classroom activities. On several occasions, in French and Mathematics, she volunteered to write answers on the board and was pleased with any success she had:

> .... after completing an exercise during a work period in Math, Claudette volunteers noisily to write her answers on the blackboard. The teacher assigns her the first question. After several tries and several lengthy consultations with her friends, Claudette completes her question and sits down. The teacher marks her answer correct. Claudette smiles, stands up, jumps over a chair on her way to the blackboard and writes "by Claudette" at the bottom of her question.

In all her classes Claudette attempted the assigned work, but became quickly frustrated. She approached teachers and peers constantly for direction. In general, Claudette's teachers seem very patient with her. She almost seems oblivious to her misbehaviour. In an English class, after Claudette had been very disruptive for most of the period, she was sent to sit at the back of the room. She looked upset and complained: "I didn't do nothing, everyone's always bugging me. Claudette, Claudette, Claudette, that's all I hear all day."

Claudette is very weak in basic knowledge expected for her age group. In Mathematics, she asked the teacher twice in one class what > (greater than) meant: a concept basic to the unit of work the class was just completing. In English, she and a friend deliberated over the meaning of the word "tee" and debated whether 'cup of tee' was correct usage. Between classes, Claudette was frequently observed in the locker area, talking, arguing and chasing with her friends. She was always with at least two or three West Indian girls. It is interesting to note that on her class Sociogram, Claudette was selected by five West Indian girls. Claudette said she preferred to work alone and expressed some negative feelings to the interviewer about her peer relationships. Claudette very rarely interacted with white students. She seemed frequently to be at the centre of boisterous activity:

> Claudette and her friend Carrie leave Science class with a West Indian boy, John. The girls seem to argue with and hit John who hits them back. John hits Claudette and runs. Claudette chases him and kicks him in the back. Another black boy approaches Claudette. They argue loudly and hit each other. Claudette chases him, leaps up and kicks him between the shoulder blades. She then goes off for lunch with a group of black girls.

Claudette is frequently late for classes and more than occasionally skips them altogether. In general, Claudette seems to need a lot of help to build her academic skills and her self confidence. The Guidance Office records show that last year, in grade 6, Claudette was having difficulty with basic skills, but was a quiet, hard working student. This year her behaviour has changed considerably, probably as a result of an inability to cope with the demands of school. There have however, been some positive signs. Her record shows that her academic performance improved in the winter term. Her Self-Concept score, though still well below the mean for grade 7, was significantly higher in the second round of testing. Despite these factors however, there has been no change for the better in her school behaviour.

Claudette showed little anxiety during the interview. She was very talkative and expansive. She views her present life mostly in negative terms, and feels depressed quite often. She is having difficulty relating to the white students at school, and was highly critical of school in the second interview, and of teachers in both interviews.

Lionel - Grade 7

Lionel is a newcomer. He arrived in Canada in June, 1976, after a separation of six years from his mother.

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	?	?	Sentence Completion	-	
Teacher Satisfaction	?	-	Behaviour Rating	?	+
School Performance	-	+	(consistency)	low	low
Peer Relationship	-	?	Sociogram	-	+
Self-Esteem	-	+	Self-Concept	+	?
Mental State	-	-			

Lionel, according to the Guidance Office, arrived at Junior High School with no basic skills. He is a quiet, shy grade 7 student who is, understandably, having a great deal of difficulty in school. Because he is so far behind in basic skills, he is withdrawn in class and does not participate. While he seems attentive, he frequently is not involved in school work.

> Lionel is one of the last students to arrive in Math class. He sits alone near the back of the class. The teacher is taking up yesterday's homework assignment. The class is quiet and the students participate enthusiastically in a question and answer session. Lionel does not participate, but his text and notebook are open and he seems to be concentrating. He writes occasionally. He is asked a question and his reply is a barely audible "I don't know". The teacher can't hear and comes to his desk. He has not done the homework and his textbook is not open at the right place. The teacher coaches him for several minutes. He seems to get some answers to the teacher's questions correct. Left on his own to work for the rest of the period, Lionel works intermittently, but doesn't seem to concentrate and make an effort to do the work.

Despite the fact that Lionel is frequently lost in class, he does not seek help from his teachers. He is more likely to look around confused, when he doesn't know how to proceed. If his teachers don't notice, he seems resigned and pretends to work. In one English period, he twice did not hear a word in a spelling dictation but made no effort to have it repeated. In a Science class, when the students marked their own tests, Lionel did not have any correct answers, but gave no indication that he was having problems.

Lionel does not listen well and frequently could not follow simple directions:

> The Physical Education teacher distributes computer cards which each student must fill out in order to receive his Canada Fitness Award. The teacher

carefully instructs the class. They are to print their name, age and grade. Lionel appears to listen attentively.. he writes his name, then looks around, lost.

It should be noted that while Lionel was withdrawn and passive in his regular classes, he spoke out clearly and offered answers readily in a small remedial English class. Lionel is an appealing student. He is well-liked by many of his teachers who seem sympathetic to the difficulties he is experiencing. According to the Guidance Office, many of his teachers have spent several hours over the school year giving him remedial help. He apparently recognizes the extent of his problems and has the motivation to work hard to catch up. His academic work has improved considerably as a result. It seems that Lionel is a student who cannot cope in a large classroom setting but does well in a small class or with individual help. His Guidance Counsellor is optimistic about his ability to cope eventually because of his motivation to learn and because of the individual help he is receiving. It should be noted however, that Lionel's Self-Concept score, positive in the pre-test dropped below the mean in his second. This is perhaps because he now realizes how far behind he is in school.

Socially, Lionel is quiet and shy. He was frequently observed, between classes, alone. In class he often chose to sit with one West Indian boy or with white boys. When he does interact with others, he relates to both black and white students. He seems to be fairly well accepted by his classmates. In a gym class, both black and white boys cheered him on in a race. Lionel was an isolate on the pre-test but on his second sociogram, he chose to work with two white boys and one black boy. One of the white boys chose him as well.

The interviewers' remarks about Lionel support the observation notes. Lionel was uncomfortable during the interview and his mood remained anxious throughout. He described being depressed quite often and thinks about returning home to Jamaica. He did not express himself very well. His general attitudes about life were mixtures of negative and positive feelings, and he didn't seem able to settle squarely on a definite attitude towards anything.

Vibert - Grade 8

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	?	+
Teacher Satisfaction	+	+	Behaviour Rating	+	+
School Performance	-	+	(consistency)	low	high
Peer Relationship	+	+	Sociogram	-	+
Self-Esteem	?	+	Self-Concept	-	?
Mental State	?	?			

Vibert arrived in Canada in January, 1975 after a separation from his mother of two years.

Vibert has a positive attitude toward school, but is handicapped by a lack of basic skills in English. His English teacher says he virtually can't read. He should be in ESD, but he enrolled too late to qualify for the program. The English teacher is interested in Vibert but simply hasn't got the time to give him the help he needs.

In class, Vibert seems interested and attentive for the most part. He frequently volunteers to answer questions in class, and keeps trying even though he is sometimes wrong. He is often correct if called upon to answer when he does not volunteer. He gives the impression that he can follow a lesson and understand new concepts introduced in class. Vibert can follow directions quite well, and if interested in an assignment, he can work enthusiastically and steadily. He is a lively student who is easily distracted if his interest is not captured. He is sometimes dependent on direction and support from his teachers to keep working.

> Vibert sits at the front of Geography class. He moves around in his seat a lot, singing occasionally. While the teacher instructs the class, he rocks back and forth in his chair, frequently facing the back of the class. The teacher reviews work and asks the class questions. Vibert volunteers two correct answers. As the teacher speaks, he continues to move around constantly, standing up occasionally.
>
> Once the class starts to work on an assignment (making a map), Vibert settles down and works steadily until the end of the period. He was one of the few students who consulted the teacher during the period, taking his work to his desk for approval on two occasions.

The above observation contrasts with a Math class where he chatted or argued with his friend, Jimmy, during an entire work period and an English class where he did not settle down to reading despite repeated reminders from the English teacher. He sat sideways, pretending to read, but only staring at the page or talking with Jimmy. Later in the period, he paid close attention as the class listened to a recording of a mystery story.

Vibert related well to his teachers and did not hesitate to approach them for help. The staff quite consistently gave Vibert favourable ratings on the Behaviour Rating Checklist. He seemed anxious to do well in school as the following notes illustrate:

> Before English class, Vibert approaches the teacher and asks his mark.* The teacher replies: "50% Vibert, right on the line". Vibert winces and slaps his hand to his forehead. A few minutes later, he again approaches the teacher and asks his mark as if he thinks the teacher must be mistaken. The teacher repeats "right on the line". Vibert groans and sits down.

* Reports were coming out that week.

The English teacher noted later, that Vibert had not handed in any assignments and had not read anything in silent reading since reading a comic book last December. It seems that Vibert may not have a realistic idea of what is expected for school success. His Science teacher noted that Vibert did not submit his second term Science project. In a Geography class, Vibert quite obviously cheated on a test - carefully copying answers from notes on his desk.

Socially, Vibert seems well adjusted and well-liked by his classmates. He has several friends, black, white and non-white. He is most often with Jimmy, a West Indian student who works hard and seems to do well in school.

In general, Vibert seems to be a lively and interested student, whose inability to read and write inevitably limits school success. His spring report shows that he is just passing all core subjects with the exception of History which he failed. Several of his teachers commented that Vibert should seek extra help. His interviews suggest that while he tends to feel positively about school, he is hesitant and ambivalent on some issues, and subjectively he often feels sad. His Self-Concept was below the mean on the pre- and post-test.

Joy - Grade 8

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	-	Sentence Completion	+	+
Teacher Satisfaction	+	+	Behaviour Rating	+	?
School Performance	-	-	(consistency)	high	low
Peer Relationship	?	?	Sociogram	-	+
Self-Esteem	-	-	Self-Concept	?	?
Mental State	+	+			

Joy arrived in Canada in January, 1975. She had been separated from her mother for eight years, and at first did not want to come to Canada. She still thinks about going back home to live.

Joy is a quiet student who at times appears interested and involved with classroom activities, while at other times she appears daydreamy and slow. She has difficulty with school work in general and with basic language skills in particular. She is presently receiving Pre-Vocational assistance.

In class, Joy participates intermittently, occasionally with enthusiasm. She appears not to have good listening skills and has difficulty following directions.

Observation notes from a French class illustrates:

> The French teacher is explaining an exercise to be completed in class. The students are to answer questions after reading a paragraph in French. The teacher is going over vocabulary in the paragraph to make sure everyone has understood. One student asks the meaning of Antoine. The teacher explains that Antoine is a man's name. After a couple more queries, Joy raises her hand to ask the meaning of Antoine.
>
> .... The teacher explains the exercise and directs the class to complete it. Joy calls the teacher to her desk for further explanation and translation. .... When the exercise is taken up, Joy frequently volunteers to answer. When called upon she is at least partially correct. At one point when she volunteers to answer, she is called upon and asks "What is the question?"

It should be noted that Joy seems to feel comfortable in her French class and enjoys participating. In her other classes, she was less confident. Her Science teacher states that she tries but quickly loses confidence in his class and finds it difficult to accept poor test results.

Joy's difficulty with basic language skills is evident in most classes. In silent reading she managed to read 4 or 5 pages of a Harlequin romance in a 45 minute period. In Geography, she raised her hand at the beginning of a test to ask what to do if she couldn't spell the words. She worked with difficulty on a basic vocabulary exercise in a Pre-Vocational class. In the interview she expressed dissatisfaction with school, and her own performance, feeling that she should be doing better.

Joy is generally quiet and well behaved, but she can be mischievous. She grinned unperturbed on one occasion when asked about skipping French. In silent reading, she proudly displayed a letter excusing her from Science class; there was a test. In French class, she went ahead and made a paper fan after the boy behind her was reprimanded for doing so. She sat quietly fanning her face while the teacher talked to the class.

Joy is unaggressive in her relationships with other students. She usually sits with white students in classes. In her interviewing she stated that she feels she relates better with white than black students. She is uncomfortable with being black and wants a lighter complexion.

On her first Sociogram, she was an isolate. On her second Sociogram, she chose three white girls, two of whom also chose her.

QUESTIONABLE

Students were placed in the questionable category if there were several questionable or negative scores and some inconsistency between the paper and pencil measures and comparable interview measures.

Four students were selected to represent the questionable group.

Seaton - Grade 9

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	-	+	Sentence Completion	+	+
Teacher Satisfaction	-	+	BRC	+	+
School Performance	+	+	(consistency)	high	high
Peer Relationship	+	+	Sociogram	-	+
Self-Esteem	+	+	Self-Concept	?	+
Mental State	+	+			

At the beginning of the study, Seaton had been in the Canadian school system for two full years. He had been separated from his mother for three years prior to coming to Canada.

Seaton was placed in the questionable category initially for several reasons. In his first interview he indicated dissatisfaction with his teachers and school; in the pre-test measures, he was an isolate, and his Self-Concept was somewhat below the mean. In the second round of testing, all the school measures were positive and all the ratings given by the interviewer were positive. The interviewer stated that he seemed more satisfied with school at the time of the second interviewing and found him assertive and communicative. The observation notes suggest that while Seaton may still have some negative feelings about teachers and school, he is coping well both socially and academically. In class Seaton is a lively, though not disruptive student. He often contributes in class and works well when he is interested in classroom activities. He occasionally answers incorrectly, because he doesn't stop to think things through. He seems to get bored quite often, perhaps with good reason, and will wander around, talk to other students, occasionally make comments:

> Seaton and Basil arrive in Mathematics after the other students. The class is quite noisy. Seaton moves around for a while then sits. The teacher admonishes the class: "Don't waste time, even though this is a general

level class, you are expected to accomplish something." He slowly, in a monotone, explains a Math exercise. Seaton says "BO-RING". He turns and talks with the white girl beside him. The teacher is repeating an exercise the class had completed the day before. Seaton appears to be the only student who notices. He says impatiently: "Sir, didn't we already do this yesterday?" The teacher affirms that the exercise is being repeated because he didn't think the class was paying attention yesterday. Seaton groans and volunteers to write all the answers to the questions on the blackboard.

In almost all his classes, Seaton sits with Basil and one or two other black students. He seems to be the leader of this particular group. While they all waste time, Seaton occasionally coaches them and is usually the first to settle down to work. Seaton appears to be comfortable with the school staff. He seeks help readily from his teachers and is usually pleasant and co-operative in class.

Seaton is very popular with his classmates. He is usually with a group of black students but relates to white students as well. Along with Basil and their other friends, he is frequently involved in a lot of activity between classes. He is often seen laughing, shouting, running and tussling with his friends in the halls. (See notes on Basil).

Roxy - Grade 8

School Measures	Pre	Post
Sentence Completion	+	+
Behaviour Rating (consistency)	- low	- low
Sociogram	+	-
Self-Concept	+	-

Note: Roxy was not interviewed, since it was not possible to contact her mother for permission.

Roxy was initially placed in the questionable category because she was not interviewed. Her scores on the school measures were positive on the pre-tests except for the Behaviour Rating Checklist. On the post-tests, Roxy's Self Concept score had dropped considerably from a score well above the mean (19) to a score well below (10), her Sociogram was negative as was her Behaviour Rating. Her teachers' estimates, negative overall, range from 42% to 85%.

Roxy is having difficulty both academically and socially. In her classes she tends to be withdrawn and passive. For the most part, she tries to remain inconspicuous, never contributes in discussions and frequently does not participate in classroom activities.

The following illustrates this:

> All the students are enjoying a lively Theatre Arts class. They are doing exercises - stretching, bending. Roxy is in the back corner leaning on a counter, staring into space. If she thinks the teacher is watching she makes some effort, but for the most part she remains out of sight.
>
> The students are asked to find a partner and begin another series of exercises. Roxy makes no effort. Eventually, after all choices have been made, Roxy is paired with a white girl. Her partner attempts to pull her away from the counter. Roxy stands straight for a moment, smiling, then goes back to leaning on the cupboard, staring at the floor.... Later on in the class, she is placed in a small group to work out a skit. She seems to respond to the enthusiasm of the others and hesitantly but cheerfully takes a small part.
>
> Roxy is supposed to be moving from section to section in the gym doing a different set of exercises in each area. She does as little as possible. Frequently she does nothing. At one point the teacher tells her to work harder and watches her briefly. As soon as the teacher leaves Roxy stops and again does nothing.

Roxy's Art teacher commented: "Roxy is a strange one. She just comes and sits. She does nothing, no matter how much help you give her. If you try to help, she says she wants to go to the washroom or just goes and looks at magazines."

As might be expected, Roxy is failing three Activity-Oriented subjects: Art, Family Studies and Physical Education. However, she did quite well in Theatre Arts. Her teacher says she does the assigned work, and believes that the atmosphere in that class has been good for her. The other students are enthusiastic and are able to get Roxy involved. It was the only class during the observation period that Roxy appeared to enjoy.

Roxy is in remedial classes in three of four Core subjects. She was observed in remedial Geography, apparently doing the written work, although several times she crumpled up the paper she was writing on and started again. In a remedial Science class, Roxy stared in the opposite direction while the teacher explained diagrams on the blackboard. In this class she was disruptive. She made comments in a high pitched voice and made faces to the amusement of two black girls and a boy sitting near her. While she was clearly clowning for their benefit, she kept a straight face and looked bored and aloof. Her

Science teacher commented that she can't seem to be quiet while he is talking. This was not typical of Roxy's behaviour during the observation period. In this class however, she sat with two black girls and seemed to be friendly with them. In her other class, she had little contact with other students.

Roxy was always alone between classes. Once after a class, she wandered slowly from one end of the school to the other and back for no apparent reason before proceeding to her next class. She did not seem to have any special friends and related in a strange way when others approached her.

> Roxy sits by herself in the cafeteria. It is a warm day but she is wearing her ski jacket which she seems to take everywhere with her.
>
> A group of black girls came to the table, lean across it and talk with her. She turns her back and stares into space. At one point she smiles, but does not turn around. For the rest of the lunch period, Roxy remains just outside this group of black students. She sits sideways, her back turned. Once she smiles and speaks with them but turns her back again. Several times she stands and takes her ski jacket off and shortly after stands and puts it on. Eventually, she leaves alone, goes to the door of the school and stares outside. She is briefly joined by two of the black girls, eventually the three girls go to the dining room and join the others. Everyone is sitting down except for Roxy who leans on the wall near the table. Several times she laughs loudly along with them. At the end of the period, Roxy goes off to class alone.

Roxy chose two black girls and one white girl in the first Sociogram. One of the black girls also chose her. On the second Sociogram, Roxy was an isolate. She chose a black and white girl who were part of a tight clique, and another black girl who appeared to be at the centre of another tight clique. No one chose her.

In summary, Roxy is not coping with either the academic or social aspects of school life.

Cora - Grade 9

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	?	Sentence Completion	+	+
Teacher Satisfaction	+	-	BRC	+	+
School Performance	-	+	(consistency)	high	high
Peer Relationship	+	+	Sociogram	+	+
Self-Esteem	+	+	Self-Concept	?	?
Mental State	+	?			

Cora arrived in Canada in November, 1975. Prior to this she had been separated from her mother for eight years.

Cora indicated in her first interview that she felt positively about her teacher and school, and negatively about her school performance. Her second interview ratings suggest that she continues to feel negatively about her performance and is less satisfied with teachers and school. Cora's school measures remained about the same on the pre and post tests: all were positive except Self-Esteem which was questionable.

Overall, her behaviour rating score suggests that Cora favourably impresses her teachers. In class, she maintains a low profile and doesn't seem to apply herself to work. While she is quiet and not disruptive, she frequently daydreams, fidgets, talks and fools around with friends. She is having difficulty academically. In the spring term, her record showed that she is failing five subjects. According to the teachers, she does not do the required work, i.e. does not hand in assignments, projects. Her Mathematics teacher says she needs extra help but doesn't seek it. She doesn't contribute in class but she will occasionally ask questions of the teacher on an individual basis. Throughout the observation period, Cora was slow to get started with her work and slow to finish.

> Cora takes her time getting to Math class. She talks with two black girls in the locker area. Eventually, she arrives in Math and sits near the front. This class is very noisy, some students are shouting, others are walking around. The teacher is having difficulty settling the class down. Cora sits very quietly, smiling occasionally at the antics in the classroom. The teacher gives a lesson over the noise. Cora appears to listen, talking only occasionally with the two black girls in front of her. These two girls frequently offer to answer questions. Cora does not. Eventually the teacher gives a test. Everyone is quiet now. Many students finish early and leave the class. Shortly after her two friends leave, Cora hands in her test. Her teacher asks her if she would like more time to finish. Cora says no and leaves the class.

Cora was observed in a History class during a work period:

> The History teacher distributes reading material for a class assignment. Cora consults with a black student beside her. Eventually she sits down and leafs through her notes page by page - then through the written material page by page. Cora then begins to write slowly, nose-to-page, frequently stopping to talk, take her pen apart or just look around. At the end of class, Cora is still writing. She stays after the others have left.

In English, the class discussed a section of a novel the students were supposed to have read. Cora had not done the reading. During the entire period, she sat quietly at the back of class, peeling polish from her fingernails.

Socially, Cora is friendly with a large group of black girls. She is often seen with them in the hall or in the gym. She also has white friends. In her class, she sits with black and white students.

The interviewer describes Cora as pleasant and comfortable during both interviews. Although she describes feeling depressed quite often, she covers it up "always a smile on my face". She was critical of teachers and the behaviour of the other students in the school.

In summary, Cora is experiencing difficulty with her school work. She seems to lack motivation and to feel negatively towards several aspects of school life. She is quiet with her peer group, but does not seem to lack friends.

Patrick - Grade 8

Interview	Pre	Post	School Instruments	Pre	Post
School Satisfaction	+	+	Sentence Completion	+	+
Teacher Satisfaction	?	-	Behaviour Rating	?	?
School Performance	+	+	(consistency)	low	low
Peer Relationship	+	?	Sociogram	-	-
Self-Esteem	+	+	Self-Concept	?	+
Mental State	+	-			

Patrick arrived in Canada in August, 1975. Although there is no mention of the actual length of separation from his mother, the interviewer noted that he was essentially raised by his grand-mother until his arrival in Canada.

Patrick is difficult to assess. In class he seemed to lack confidence and was very dependent on teacher direction. In some settings, he worked well, while in others, he was easily distracted and often disruptive.

Patrick was observed in two small remedial classes. In both instances, he worked well with a lot of encouragement and direction. Notes from a remedial English class illustrate:

> The teacher explains how to do a grammar exercise. Patrick seems attentive. When the other students start to work, Patrick sits staring at his paper. The teacher goes to his desk and asks if he had understood. He has not. The teacher explains again and gets him started. Patrick then works on his own and is not distracted in this noisy class. He frequently checks with the teacher. He seems to lack confidence to try on his own. She gives him a lot of encouragement, e.g., she keeps saying "right ! good! keep going Patrick!".

In ESD class, Patrick's behaviour was similar. He seemed attentive but was reluctant to participate. However, with a lot of encouragement from the teacher, he did contribute. The ESD teacher says: "Patrick needs lots of encouragement to build his self-image. He participates more as he becomes more competent".

Patrick has difficulty working in larger classes, where students were expected to work on their own. In Creative Living, he talked with friends for the entire period, despite the teacher's efforts to get him working. In Geography, he talked with friends and wandered around until the teacher sat down with him and gave him a lot of individual attention. At times, Patrick displayed a negative attitude to school staff.

Patrick arrived ten minutes late for a silent reading class with a friend. Both boys refused to report to the office. The teacher firmly insisted and they left saying "We ain't comin' back here". They did come back and during the class Patrick disturbed others, was un-co-operative with the teacher and made no effort to read.

During the timed and open observation period, Patrick was frequently late for classes and often skipped them altogether.

Patrick seems to be able to do well in his school work when he makes an effort. His Science teacher says that he was very interested in the dissection of fish. He got an A

on the dissection and an A on the naming of the parts. He also got an A first term in remedial Mathematics. However, in the spring term, he was failing both Mathematics and Science.

Many of Patrick's teachers see him as a trouble-maker. One teacher commented that Patrick has a negative attitude. According to another, there has been a change in his behaviour: "When Patrick first came, he used to stand up every time I spoke to him. Now he has changed. He has joined the sub-culture we have here."

Patrick is usually seen with a group of four or five black boys. Four of the boys, including Patrick wear the same hats and jackets. Patrick interacts mainly with black and Indian or Oriental students. No one chose to work with him on either Sociogram, but Patrick does not appear to be an isolate. The interviewer stated that the interview situation was uncomfortable and that Patrick preferred to communicate in dialect. He is having difficulty relating to white students at school, and feels uncomfortable in class when he is the only black person.

In summary, Patrick lacks confidence and is very dependent on direction and support from his teachers. He works well in small classes, but in large classrooms, he tends to 'act out' and to accomplish very little. He can be easily led away from acceptable school behaviour by his friends.

Summary: Case Studies

In the following section, the school behaviour of coping, non-coping and questionable students in summarized. While individual students reacted differently to their school situation, there were similarities in behaviour within each group.

As anticipated at the beginning of the observation period, some students changed categories. For purposes of this summary, students whose observation notes, follow-up interviews and/or school measures indicated a change of category, were reassigned accordingly.

Coping

Agnes, Cecil, Seaton, Beatrice

All four students in this group are coping relatively well academically as compared with their classmates. None of the four has serious problems with basic skills, that is,

their skill levels are not preventing academic advancement in their environment.

- The coping students participated in classroom activities, e.g., projects, assigned classwork. It is interesting to note however, that it is difficult, even for this group, to express themselves in class. Beatrice is shy and never spoke in class, Agnes spoke only if called upon in most classes. Seaton and Cecil volunteered answers, but in most situations they did not speak up in class. Agnes is the only one in this group who was observed in a small ESD class. In this setting, she appeared relaxed and volunteered answers.

- With the exception of Beatrice, the coping students have no problems seeking help from their teachers. Beatrice appears to be slowly gaining enough confidence to approach the staff.

- Teachers respond favourably to the four students in this group. Agnes and Cecil in particular received a lot of positive feedback concerning their work.

- Self-concept scores for all four copers were higher in the second round of testing, probably because of their continued school success.

- In general, the coping students have adjusted well to the school routine. Seaton is occasionally late and often returns to the locker area against regulations, but none of these students is habitually late or skips classes.

- Socially, coping students are not similar, but all four did show a willingness to relate to both black and white students. Beatrice and Agnes were somewhat isolated from their peers. In class, they tended to associate more with white students but they did relate to black students as well. Cecil had both black and white friends. Seaton is the only one of the four associated with an all black clique, but he seemed popular with white students, both boys and girls.

Non-Coping

Claudette, Lionel, Vibert, Roxy, Joy

- Without exception, non-coping students have very poor basic skills. Claudette and Lionel are in remedial language classes and experiencing difficulty with basic level Mathematics. Joy is receiving Pre-Vocational assistance to build her basic skills. Roxy is in remedial classes in three of four Core subjects. Vibert is the only one in this group not receiving remedial help, although his English teacher says he virtually cannot read.

- There is little similarity in the classroom behaviour of non-coping students. Joy and Vibert appear to be fairly well adjusted in class. Both lack confidence and seem uncertain at times, but they are often attentive and make an effort to contribute. Roxy and Lionel, by contrast, are withdrawn and passive. Claudette is easily frustrated with school work and 'acts out', disrupting other students. As was the case with the coping students, non-copers have difficulty expressing themselves in class.

- All five non-copers are very dependent on teacher direction and support. They need reassurance and encouragement to continue with a task. They tend not to work independently. Left on their own Roxy and Lionel do very little. Neither one seeks help from teachers in class, both frequently only go through the motions of working. Claudette, Vibert and Joy frequently seek help and approval from their teachers. All three can be easily distracted from work.

- Lionel, Joy and Claudette have poor listening skills and have difficulty following directions. Roxy doesn't seem to have enough confidence to make an effort. Vibert is able to follow directions as long as the task is not too difficult for him.

- It should be noted with reference to classroom behaviour that Lionel, Claudette and Joy were observed in small, remedial classes and this made a considerable difference in their behaviour. Lionel, usually withdrawn, volunteered answers confidently. Claudette was involved and calmer than usual. Joy worked at an exercise on her own and seemed confident in her relationship with the teacher.

- Four of the five non-coping students have a low self-concept score, due at least in part, to their academic difficulties.

- It is important to emphasize that non-copers do not necessarily lack motivation. Lionel, Vibert and to some extent Joy, appear anxious to do well, but often don't have a realistic idea of how to go about it. Joy and Vibert were surprised and upset after receiving low marks. Lionel actively sought remedial help and works hard in remedial situations, e.g., on a one-to-one basis with teachers, in small ESD classes. In his regular classes however, he virtually opts out and doesn't try. Claudette tries but her frustration with school work has resulted in a negative attitude. Roxy seems to lack the confidence to make an effort.

- Two of the five non-coping students, Vibert and Lionel, have adjusted well to the school routine. They are usually on time for classes and do not skip. Claudette, Roxy and Joy are sometimes late and do, on occasion skip classes.

- Socially, Vibert and Lionel are similar in social behaviour to the copers. Both are friendly with and accepted by black and white students. Claudette and Roxy seem to relate only to black students while Joy tends to relate only to white students.

Questionable

Basil, Cora, Patrick

- The three students in this category all seem to have the ability to cope with school, but all three are tending toward the opposite direction, i.e., non-coping.

- The students in the questionable group have changed over the year. In each case the second interviews, school measures and/or observation notes suggest a change in attitude towards one or more areas related to school. Patrick's second interview and observation notes suggest a more negative attitude to teachers, school performance and peers. Basil's classroom behaviour and test results suggest difficulties in his relationships with teachers. Similarly, Cora who had been positive in her first interview expressed dissatisfaction with teachers and school in her second interview. Her Self-Concept and mood were negative.

- Basil and Patrick seem ambivalent towards school staff. In class, they sometimes behave appropriately while, at other times, they appear to lack motivation and are disruptive. Both are rated below the mean by their teachers on the Behaviour Rating Checklist.

- Cora is not disruptive but she doesn't concentrate and tends not to do assigned work.

- All three tend not to contribute in class.

- All the questionable students are having academic difficulties. It seems that their difficulties are related more to lack of effort than to lack of ability. Patrick has shown that in some subjects he can get A's when he works. Basil has been placed in an advanced level program and presumably has some ability. Cora's major problem is that she doesn't complete assignments. There is no indication that she has major problems with reading and writing.

- All three of these students are frequently late. Cora and Patrick sometimes skip classes altogether.

- Socially, Basil and Patrick are strongly associated with black cliques, although Basil did, on occasion, relate well to white students as well. Both had negative Sociograms on the post-test. Cora is friendly with both black and white students.

- There is some suggestion in the case of two of these students (Patrick, Cora) that there are home difficulties.

Comparison of Coping, Non-Coping and Questionable Group Behaviour.

- While it must be emphasized that all twelve students have difficulty with basic skills, the students in the non-coping category are most seriously handicapped. Students in the coping group are able to handle their school work, students in the questionable category seem to have some ability but lack motivation, while non-copers try but are handicapped by lack of skills and often experience frustration and failure.

- Students in all three groups tend to have difficulty expressing themselves in class. In the coping and non-coping groups, there are one or two students who volunteer answers to questions. The students in the questionable group tend not to contribute at all. For the most part however, all twelve are relatively quiet in class. The exception to this is in the small ESD classes where students participate confidently.

- There are differences in classroom behaviour among the three groups. Coping students can follow directions and work independently in all classroom conditions, e.g., structured, unstructured, noisy, etc. The non-coping and questionable groups are more dependent on teachers and peers for direction, are more easily distracted and in some cases only pretended to work.

- The coping students, with one exception, were comfortable with teachers and sought help readily. Non-copers and questionables varied in their relationships with staff. Some were not hesitant about approaching teachers. A few, in fact, made considerable demands on their teachers' time. Others were passive and withdrawn and did not seek help in class.

- Overall both copers and non-copers are motivated. Students in each group seem concerned about school performance and try to do the work. Non-copers, however, more often are frustrated in their efforts, lose confidence and tend to give up easily. Some like Lionel and Roxy try in some situations, but opt out altogether in situations they feel unable to handle. Students in the questionable category seem less motivated than both copers and non-copers.

- Overall, copers tend to follow the school routine. They are on time for classes for the most part and do not skip. The non-copers vary. Some follow acceptable behaviour, while others are more likely to be late for classes and skip. Students in the questionable category deviated more frequently from acceptable school behaviour than the students in the other groups.

While in each group there are some students who are withdrawn and some who are outgoing, there are differences between the groups in social behaviour. Overall, the copers show a willingness to relate to black and white students, and are accepted by both. In the non-coping and questionable groups, students differed. Three resemble the coping group in their peer relationships; three relate only to black students; and one seems to relate to white students.

DISCUSSION AND RECOMMENDATIONS

The conclusions drawn from the data collected in this study are categorized as follows:

(I) Conclusions borne out by standardized procedures such as systematic observation, and group measures. Such conclusions are objective to the extent that all parties concerned - teachers, students, researchers - would probably agree as to their validity.

(II) Conclusions drawn from opinions expressed by teachers regarding students or by students regarding themselves, their teachers, or peers. Such conclusions are subjective to the extent that one party would not necessarily corroborate the others' opinions.

The purpose of this section is to discuss the major conclusions reached from each source of data and to recommend appropriate action or attitude change on the part of school administrators, teachers and students.

Recommendations Based on Objective Data

Initially, it was hypothesized that it would be the newcomers among the West Indian students who would be the non-copers, and that the adaptation process would take anywhere up to one school year. Both of these hypotheses proved false. Among the sample in this study were students who had just entered the Canadian school system at the beginning of the study, who were assessed as coping, and other students who had been in the system for two years at the beginning of the study, who were assessed as non-coping, and who were still assessed this way at the end of the study when they were well into their third year. The high percentage of coping students indicates that by no means all West Indian students react to circumstances of upheaval, separation and new culture and dialect in a manner which limits their ability to act. After two years, however, even these coping students were still actively struggling with the problems of settling in, although they appeared to have strengths academically, and in their personalities which helped them to deal with their problems. The lack of significant differences in the pre- and post-self-concept scores and the lack of observable differences in classroom behaviour between January and March in the systematic observation reinforce the conclusion that if length of time is a factor in students' learning to cope with the system, it is a much longer time span than had been originally anticipated. The question then arises, what do we as a school system know about the adaptation process and further, do we incorporate any knowledge of it into our programming for and counselling of these students?

Non-copers are identified by their teachers as lacking basic skills: both the systematic observation and the case studies support such an identification. While the data do not provide an objective measure of the level of academic achievement of the three groups, coping, non-coping and questionable, there are indications that the copers are relatively

more skilled academically than the non-copers. Copers tend to be on-task more often than students in the other two groups. The difference between copers and non-copers in terms of percent of on-task behaviour is most pronounced, however, in core subjects. Although all students were recorded as being on-task more often in activity- oriented as compared with core subjects, there is a much greater change for questionable and non-coping students than for coping students. This suggests that academic weakness may be a fundamental difficulty for non-coping students. Several recommendations follow from this finding:

(1) Firstly, that remedial support should be considered a priority for West Indian newcomers who show significant weaknesses. In order to screen those students needing remedial support, routine academic assessments for new West Indians should be implemented. A form of academic assessment has been outlined in "Recommended Guidelines for the Reception, Assessment and Placement of Immigrant Children Whose Native Language is One Other Than English or is a Dialect of English other than Canadian", prepared by the Student Services Department and the Community and Continuing Education Department of the North York Board of Education. In this document, as a preliminary to the assessment, it is suggested that background information be elicited from the parents as to, among other things, how many years the child has spent in school; how regular was attendance; what kind of school the child attended, that is, town or country, large or small; and can the child read and do elementary arithmetic. A suggested form for evaluating academic skills is then presented including appraisal of math skills, and appraisal of the child's facility in understanding, speaking, reading and writing standard English. It is recommended that the students' progress be monitored after three months.

Although after-school booster programs have been found helpful for students with poor skills, it is suggested that in-school remedial programs would be much less wasteful of the students' time since he/she would not have to sit for most of the day through classes well above his or her instructional level.

Teaching the child at his instructional level is the responsibility of the school. Only in this way can students gain enough confidence in their own progress and enough real progress to make them feel good about themselves, so that they can cope with other adjustment problems. At the Junior High School level, this means a core program taught by teachers who understand a developmental program and can cope with a wide range of ability in their students.

In order to establish and adequately staff this type of core program in a time of budgetary constraints, the establishment of regional centres in various schools to

which all immigrant children of this age would go on entering the school system should be considered. At these regional centres, the children would be assessed as to their skills, initially in their own language or dialect, to determine what their instructional level is. They would remain in these centres until their basic skills reached a level which would allow them to cope adequately with regular classes.

(2) Secondly, West Indian students are largely conforming, although they are not necessarily learning anything, and there are indications that some non-coping students may fake competence in class seat-work situations, rather than seek teacher support. Regular classroom teachers should therefore be alerted to the need for close monitoring of certain "high risk" students (identified through the preliminary academic assessment).

(3) Thirdly, two-thirds of the observations were on-task with no interaction, which suggests that students with poor skills are persisting on their own rather than seeking help. Also, non-coping students cope better in activity-oriented subjects where interaction is encouraged and acceptable. Thus teachers should encourage group work even in subjects that do not readily lend themselves to this.

(4) Fourthly, while all three groups of students were more often on-task in ESL/D or remedial classes than in regular classes, this difference was more pronounced for the non-coping and questionable students. Copers seem to be able to work independently, whereas the others need much more teacher and peer support to complete assigned tasks. Small class placement seems imperative to allow for this interaction and support. Whereas teachers were of the opinion that communication difficulties were of negligible importance, the systematic observation, the open observation, and the interviews all provided evidence that the students had difficulty expressing themselves in class. The exception to this is in the small ESD classes where students participate confidently. The case studies also indicate that small class placement encourages verbal interaction as well as helping with basic skill development, therefore, remedial assistance should be made available in small group situations where the emphasis is placed on ensuring that each student understands what is expected of him, and feels comfortable enough to participate.

Two other cautions are appropriate here. When schools are distinguishing students who are coping from those who are experiencing considerable difficulties, motivation is not a good predictor (both copers and non-copers were well-motivated, only the questionable group seemed to lack motivation). Further, being an isolate for a period of time on entry into a Canadian school is not a good predictor of non-coping. Isolate behaviour which is protracted beyond a six-month period however, should cause concern.

Recommendations Based on the Expressed Opinions of Teachers and Students.

Only the opinion data of a highly generalizable nature is included in this section: the reader is referred back to the body of the report for the many other interesting opinions and observations made by both students and teachers.

Student opinion of themselves, their peers, teachers and program: A high percentage of students in the sample are aspiring to professional occupations. Their choice of future careers is probably partly a result of normal teenage admiration of people who work in fields which the media find attractive. Canada's education system being well-endowed with trained teachers, attractive modern materials and complex machinery, and being free and open to all citizens and landed immigrants, is seen by many West Indians as the key to social and economic as well as educational advancement. That factors other than mere access to educational opportunities may come into play in determining whether a particular student becomes a member of a profession is often not considered.

For all students, immigrant or native-born, undergraduate or graduate degrees from universities no longer guarantee entrance to certain fields and competition for the limited places is very stiff. West Indian students, along with their Canadian-born peers, should be helped to understand the current job market and begin to extend the range of occupations which they will aim towards.

A prominent feature noted during the student interviews was that many of the students were depressed. This was more so in the non-coping and questionable group, but it was also evident in the coping group. Obviously those in the coping group had other strengths which made it possible for them to function well in school while those in the other two groups were less able to do so. It is reasonable to assume that these children's mental state contributed to their poor performance at school. It might be argued that school performance was a cause of their sadness. However, factors against that would be that (1) some of the copers who felt that their school performance was excellent or good were depressed and (2) the majority of the students could state reasons for their sadness and they identified home problems or interpersonal relationships as the cause.

It is known that immigrant groups experience feelings of loss and longing for varying lengths of time after they leave their country of origin. In this case it was not only the new arrivals who were suffering but also students who had been in the country for over a year. The reasons for this are not clear but some trends can be noted. For instance most of these students had been separated from the people whom they had come to live with in Canada for lengths of time varying from months to years. Often, in that home country, they had gone to live with Grandparents and other relatives when their parents immigrated. Then a few years later, in one instance as long as 12 years, they were reunited with their biological parents in Canada. From previous experience with other West Indian families, it is known that the coming together again is difficult for both child and his or her new parents. Many of the students found it difficult to become close to their parents, although

a few were able to resolve the feelings between them successfully. However, regardless of the cause of the sadness, it seems imperative that some structure exist within the school system for identifying such students. In addition to the routine academic assessment, it is suggested that all West Indian children have an adjustment assessment shortly after their entrance into the school system. The most appropriate time would probably be three to six months after their arrival in Canada, as this would allow time for the initial enthusiasm and novelty of travel and a new country to subside and for family issues to begin to develop, as well as allowing the acute reactions to loosing their psychological parents to subside. This assessment would entail an appraisal of the child's emotional well-being with particular attention to signs and symptoms of depression, estimation of self-esteem, intra-family relationships and attitudes concerning leaving the West Indies and living in a new culture. It should be noted here that although there was some concern in the initial phases of the study about the risk of arousing hostility in parents by questioning students about their family, this was in fact not found to be a problem. All the parents contacted were enthusiastic about their child being seen by the interviewer, some asking whether they too could be interviewed. This screening interview would identify those students in need of further help with their emotional difficulties during their adjustment period. Given the limited number of staff available to give additional support of this nature, such screenings would enable a school system to identify those students most in need and support them, rather than mete out equal and very small amounts of support to all West Indian immigrant students, regardless of need.

Assistance to the identified students should take place as much within the school as possible so that all school personnel who come in contact with the child gain an understanding of the stresses bearing on the child and his emotional coping styles. The support program should be designed in consultation with all relevant resources which a school system has at its disposal - e.g. guidance personnel, psychologists, special immigrant counsellors, social workers, etc.

A high percentage of the student sample were of the opinion that they could not learn when their classes were noisy. From the observation data, the non-copers and questionable groups were most affected by a noisy environment. It is recommended that a program for these students be designed in such a way that opportunities to "let off steam" in appropriate classes be balanced with opportunities for quiet study at which time any persistently disruptive members of the class are held in control.

Several different themes emerged during the student interviews as to why the students felt dissatisfied with aspects of their schools, with some teachers and with their own status within the school setting. Perhaps the most striking were feelings to do with racial issues. Many felt that teachers discriminated against them because they were black. As regards peers, they mostly associated with blacks

because as one student put it "If it comes to fighting you can always feel safe if other blacks are around". Several students felt that the school authorities did not like them to meet in groups with other blacks and had no sympathy towards their need to do this. A few preferred not to be seen with blacks because the authorities would brand them as trouble-makers (thus inhibiting an important coping activity). It is imperative that all these attitudes be brought to the surface and dealt with in a situation where they can be explored and discussed in a meaningful and constructive manner. While some of these attitudes are based on fact and some on student inferences, if left alone they would probably escalate even further creating the basis for future disruptive behaviour or withdrawal, thus interfering with learning. Ignoring them would also not address the problem of bigoted teachers and/or students.

All students, immigrant and non-immigrant should be involved in these discussions and information sessions regarding the status of immigrants in general, cultural life styles, racial issues, developing countries - their histories, present conditions and future directions. The atmosphere in the class when these sessions take place has to be one that encourages uncensored discussion. This implies that the teacher conducting it would have to be relatively free of prejudice, have considerable knowledge of the lifestyles of different cultural groups both in their countries of origin and when they are in Canada and have more insight into the immigrant experience in general, and the black immigrant experience in particular.

Teacher Opinions of Students: Teachers seem to be able to identify students who are coping quite accurately. They are not so sure, however, about non-copers. Only 17% mentioned that non-copers display behaviour characteristics at both ends of the spectrum from withdrawn and passive to loud and disruptive. It seems likely that many of the remaining 83% would have difficulty in identifying one or other of these extremes as a non-coper. Hopefully, the full descriptions of copers and non-copers given in the body of this report will be of use to teachers in interpreting accurately, student behaviour.

The teachers seem sensitive to the students' program needs and suggested a variety of small group placements, including upgrading and ESL, to help them "catch up" with their peers. Their references to ESL merit some clarification. In North York an English as a second language class is designed to help students with a native language other than English, acquire oral and written fluency in English. West Indian students, most of whom come from English-speaking islands, would not normally attend such a program. Instead, if they had difficulty in understanding and producing standard Canadian English, they could be offered help in an English as a second dialect program (ESD). This differs from an ESL program in that ESD is taught on a comparative basis; students are shown the differences between their dialect and standard Canadian English. This comparative technique is required because whereas a Greek-speaking student always knows when he is speaking or writing Greek, as opposed to English, a dialect speaker, may be unsure as to whether

his speech or writing is a standard or dialect version and whether he is understood by his audience. When the different forms have been clearly distinguished in their minds, the students are then encouraged to use the forms appropriate to the situation - dialect with family and friends, in certain role-playing situations, and in reading from West Indian literature: standard in responding to non-dialect speakers, in reading Canadian materials and in writing assignments.

Confusion between ESL and ESD programs is probably due to the fact that in North York, the ESL and ESD teacher is usually the same person, and further that ESL and ESD students are sometimes grouped together for instructional purposes. Both of these programs focus on students' language and aim to assist the students in developing both receptive and productive control of the second language dialect equal to that of the first. Therefore, an ESL program tries to help a Spanish-speaking student who could follow a Grade 7 equivalent Mathematics class when taught in Spanish to follow a Grade 7 Math class taught in English. Similarly, though all West Indian students of this age have been exposed to standard West Indian English in school, an ESD program is designed to help them cope with a school whose only medium of instruction is standard Canadian English.

An ESL/ESD program is not an academic upgrading program, though upgrading is often undertaken by ESL/ESD staff because it is an obvious need of many immigrant students, and because other resource staff to handle the need are not always available.

Teachers were also aware of these students' need for some kind of orientation to their new environment though their specific suggestions limit the kind of orientation to providing information on the school, its rules, its programs, its general expectations of students. Orientation, therefore, is seen as necessary so that the students will conform to the already-established norm. The teachers' overall description of a coper is identical to the way in which one would describe a "good" non-immigrant student.

Yet perhaps the most important finding of this study is that the orientation of West Indian students involves a complex process of adaptation and one that should not aim at conformity as soon as possible and at any cost to the students. Adaptation involves the students in coming to grips with preferences, overcoming feelings of loss, coping with feelings of inadequacy, processing an over-stimulating amount of information. Some staff are aware of the range of physical and mental activity involved in adapting to living in a new culture and a new country, and use this awareness in their monitoring of a newly-arrived student; others are not. Those who are not, are perhaps misinterpreting some of the adaptation strategies which students need during this time, e.g. group support, accusations of racial bias, boisterous social behaviour to conceal, or divert attention from, academic failure.

There are obviously stages of adaptation in much the same way as there are stages of language development. With a beginning learner of English, or standard Canadian English any success in communicating an idea is welcomed and acknowledged with pleasure by the language teacher who disregards the "fractured" nature of the attempt. Some time later, however, the same teacher would offer advice as to how the student could make his language conform more closely to Canadian usage. When to begin the "correcting" process is a matter of teacher judgement of the student's ability to accept and learn from such input and no teacher would expect instant fluency by an ESL/D student recently arrived here. Similarly, we cannot expect or demand instant adaptation. Early behaviour or feelings which may appear negative or non-conforming may be evidence of a necessary stage of adaptation. An awareness of the adaptation process which all West Indian students go through, an understanding of the various strategies which these students use at this time, and a recognition that as individuals they differ widely in their rate of adaptation, will all combine to make staff more skillful in interpreting accurately their West Indian student's behaviour and performance at different stages during their first few years in a Canadian school.

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APPENDIX A

BEHAVIOUR RATING CHECKLIST

STUDENT'S NAME: _____

GRADE AND CLASS: _____

TEACHER'S NAME: _____

SUBJECT: _____

Below is a list of items which may describe the above-named student. Based on observations in the classroom, the halls, locker areas, lunchroom, or during after-school activities, please indicate the box that you feel most accurately describes this student.

Work quickly. Your initial impressions are usually the most valid.

PLEASE COMPLETE ALL ITEMS.

1. This student participates in:

	Reluctantly				Eagerly
(a) classroom activities	☐	☐	☐	☐	☐
(b) sports activities	☐	☐	☐	☐	☐
(c) social activities,(i.e., dances, clubs, or class outings, etc.)	☐	☐	☐	☐	☐
(d) informal gatherings in halls, locker areas, etc.	☐	☐	☐	☐	☐

2. This student comes to class:

	Always				Never
(a) appropriately dressed	☐	☐	☐	☐	☐
(b) neat and tidy in personal appearance	☐	☐	☐	☐	☐

	Always				Never
3. This student shows willingness to accept responsibility for his actions.	☐	☐	☐	☐	☐

4. This student is dependent on peer support and reassurance as to what he should be doing and whether he is doing it correctly.

Dependent ☐ ☐ ☐ ☐ ☐ Not Dependent

5. This student is dependent on teacher support and reassurance as to what he should be doing and whether he is doing it correctly.

Dependent ☐ ☐ ☐ ☐ ☐ Not Dependent

6. To what degree is this student accepted by other students?

Not Accepted ☐ ☐ ☐ ☐ ☐ Accepted

7. To what degree does this student persist with work in class?

Always tries to complete task ☐ ☐ ☐ ☐ ☐ Never tries to complete task

8. How confident is this student in tackling class activities?

Little Confidence ☐ ☐ ☐ ☐ ☐ Very Confident

9. To what degree does this student exhibit self-control in:

Lacks Self-Control ☐ ☐ ☐ ☐ ☐ Well Controlled

(a) classroom activities

(b) sports activities

(c) social activities

(d) informal gatherings in halls, locker areas, etc.

10. To what degree is this student liked by most students?

Disliked ☐ ☐ ☐ ☐ ☐ Liked

11. The following questions deal with your perception of the student's academic potential.

(a) What is the highest level this student is capable of achieving? (check only one)

i) Basic level (Westview) ☐

ii) Vocational level (Yorkdale, Beattie) ☐

iii) General level ☐

iv) Advanced level ☐

v) Enrichment level ☐

(b) Do you expect that this student, will (check only one)

i) Drop out before receiving a diploma ☐

ii) Get a diploma and go into employment ☐

iii) Get a diploma and continue with post-secondary education ☐

iv) Other (please specify) _____

_____

APPENDIX B

THIS IS A QUESTIONNAIRE DESIGNED TO DETERMINE HOW STUDENTS FEEL ABOUT THEMSELVES AND SCHOOL

DIRECTIONS:

ON THE FOLLOWING PAGES ARE A SERIES OF STATEMENTS PEOPLE SOMETIMES USE TO DESCRIBE THEMSELVES. PLEASE READ EACH STATEMENT CAREFULLY AND DECIDE WHETHER OR NOT IT IS TRUE FOR YOU.

IF YOU THINK A STATEMENT IS TRUE FOR YOU OR DESCRIBES HOW YOU FEEL MOST OF THE TIME, CHECK THE TRUE SQUARE. IF YOU THINK A STATEMENT IS NOT TRUE FOR YOU OR DOES NOT DESCRIBE HOW YOU FEEL MOST OF THE TIME, CHECK THE NOT TRUE SQUARE.

THERE ARE NO RIGHT OR WRONG ANSWERS, ONLY YOU CAN TELL US HOW YOU FEEL.

Board of Education for the Borough of North York

Department of Educational Research Services

		TRUE	NOT TRUE
1.	OTHER STUDENTS SEEM HAPPIER THAN I AM	A	B
2.	PEOPLE BOSS ME AROUND TOO MUCH	A	B
3.	I FIND IT HARD TO TALK IN FRONT OF THE CLASS	A	B
4.	I HAVE ONLY A FEW FRIENDS IN SCHOOL	A	B
5.	I AM GOOD IN MY SCHOOL WORK	A	B
6.	MY CLASSMATES THINK I AM A GOOD STUDENT	A	B
7.	MY TEACHERS MAKE ME FEEL I AM NOT GOOD ENOUGH	A	B
8.	MOST PEOPLE ARE BETTER LIKED THAN I AM	A	B
9.	THERE ARE LOTS OF THINGS ABOUT MYSELF I'D CHANGE IF I COULD	A	B
10.	BOTH BOYS AND GIRLS LIKE ME	A	B
11.	I AM NOT DOING AS WELL IN SCHOOL AS I WOULD LIKE TO	A	B
12.	I LIKE GOING TO SCHOOL A LOT	A	B
13.	KIDS USUALLY FOLLOW MY IDEAS	A	B
14.	SCHOOL WORK IS TOO HARD FOR ME	A	B

		TRUE	NOT TRUE
15.	I OFTEN FEEL UPSET IN SCHOOL	A	B
16.	I FORGET MOST OF WHAT I LEARN	A	B
17.	SCHOOLWORK IS FAIRLY EASY FOR ME	A	B
18.	IT TAKES ME A LONG TIME TO GET USED TO ANYTHING NEW	A	B
19.	I CAN GIVE A GOOD REPORT IN FRONT OF THE CLASS	A	B
20.	TEACHERS EXPECT TOO MUCH FROM ME	A	B
21.	THINGS USUALLY DON'T BOTHER ME	A	B
22.	IT'S PRETTY TOUGH TO BE ME	A	B
23.	I FIND IT HARD TO STICK TO ONE PROJECT FOR VERY LONG	A	B
24.	I AM SLOW IN FINISHING MY SCHOOL WORK	A	B
25.	SOMETIMES I WISH I COULD GO TO SOME OTHER SCHOOL	A	B

APPENDIX C

CODES - Systematic Observation

PARTICIPANTS IN INTERACTION WITH STUDENT
(black student, subject of observation)

(1) B = any black student (Bs for plural)
(2) Ø = any other non-white student (Øs for plural)
(3) W = white student (Ws for plural)
T = teacher
C = class and teacher
o, b, w, = female students

\t (I) initiates
I\ (t) terminates
M = mutual I/t
U = uncertain

CODES FOR THE CLASSROOM BEHAVIOUR OBSERVATION SCHEDULE
QUALIFIERS FOR THE BEHAVIOUR OF THE PARTICIPANTS (OTHERS).

(Q) Qualifiers for teacher behaviour

T - teaching, instructing, directing
P - positive in general, accepting (affect)
D - disapproving, critical (behaviour or academic)
E - encouraging, praising, positive use of humour (joking)
Q - questionning (as part of the lesson)
S - social
N/C - uncertain, behaviour unclear, verbalization inaudible
N - neutral response to behaviour

(Q) Qualifiers for pupil behaviour

T - teaching, instructing, helping (on task behaviour)
P - positive in general, accepting (affect)
H - hostile, negative, unaccepting
A - aggressive (physical)
I - ignoring attempted interaction (or attempted interaction was unheard; the usual qualifier when P is class)
Q - questionning (ask or answer)
S - social
N/C - not codeable (verbalization inaudible or behaviour unclear)

Other Codes

NTD - no task designated
N/C - when pupil on task, off task behaviour unable to be determined.

APPENDIX D

Observer _____

NO. OF PUPILS

♂ _____

B _____

W _____

Solitary standing, sitting, visual gaze averted from others, wandering about without observable interest in others or activity

Ignoring positive overtures of others; rejecting offers of help, instruction; not responding to questions

Inappropriate interaction attempts; physical or verbal aggression; interference in a group activity

Verbally uncontrolled behaviour; shouting out comments/answers when prior teacher recognition is expected; unnecessary "coaching" of others; sarcasm/laughter at efforts of others

Seeking praise, repetition of original instructions, recognition, support, reassurance for direction and attention to task

Watching others; minimal or intermittent interest in activity

Off task

On task

Non-verbal interaction

Verbal interaction with others, on or off task, including social conversation

Cooperative, mutual interaction with others; including instruction of a skill and including group projects/activities

CLASSROOM BEHAVIOUR

Observation No. _____

School _____

Student _____

Subject _____

Time _____ Grade/Class _____

Date _____ Day _____ (per rotary schedule)

Teacher's Name _____

Time Period: 10 _____ 20 _____ 30 _____

X	P	P	i	Q	P	i	Q	P	i	Q	P/X	X	X	P	i	Q	P	i	Q	P	i	Q	COMMENTS

SEATING ARRANGEMENTS

Assigned seats? Yes ___ No ___ Pupils free to move about? Yes ___ No ___

Single Row (Audience)
(Front)

(1)	(2)	(3)	(4)	(5)
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

Double Row (Audience)
(Front)

(1)	(2)	(3)
— —	— —	— —
— —	— —	— —
— —	— —	— —
— —	— —	— —
— —	— —	— —
— —	— —	— —
— —	— —	— —
— —	— —	— —

FACE-TO-FACE
(Sketch and code seating arrangement)

CODES FOR SEATING ARRANGEMENT

(1) S = Subject (2) B = any black student (3) Ø = any other non-white student
(4) W = white student (5) V = vacant
o, b, w, s. = female student

NOTE: Sketch in carrels or tables present in audience seating arrangements.

GENERAL OBSERVATIONS

Classroom atmosphere

	1	2	3	4	5	
Relaxed	☐	☐	☐	☐	☐	Tense
Orderly	☐	☐	☐	☐	☐	Chaotic

The best description of the classroom's noise level:

one person speaks at a time; otherwise quiet whispering _____

general hum of activity or several students speaking at the same time _____

lots of noise; many speaking _____

widely variable _____

Record: School events or class activities which may affect class size or pupil behaviour, i.e. dances, assemblies, sports events, plays, candy sales, etc.

APPENDIX E

TABLE 1

PARTICIPANTS IN INTERACTION

STUDENT GROUPS		Black		Non-White		White				
		(B) Male	(b) Female	(O) Male	(O) Female	(W) Male	(W) Female	Teacher	Class	Total(N)
COPING	N	347	375	86	38	284	104			
	Total	722		124		388		326	15	1575
	%	46		8		25		21		100
QUESTIONABLE	N	233	421	61	56	172	131	271	8	1353
	Total	654		117		303				
	%	48		9		22		20	1	100
NON-COPING	N	200	221	81	26	96	61			
	Total	421		107		157		205	11	901
	%	47		12		17		23		100

TABLE 2

INVOLVEMENT IN INTERACTION X STUDENT GROUP

Student Groups	Mutual		Unclear		Initiated		Terminated		TOTAL	
	N	%	N	%	N	%	N	%	N	%
Coping	168	7	685	30	941	41	480	21	2274	100
Questionable	184	12	514	33	478	31	363	24	1539	100
Non-Coping	100	10	360	35	332	32	232	23	1024	100

TABLE 3

STUDENT INITIATED INTERACTION
WITH TEACHERS

STUDENT GROUPS	Student Initiated Interactions	Total Interactions With Teachers	% of Teacher Interactions Initiated by Students
Coping	143	326	44
Questionable	119	271	44
Non-Coping	92	205	45

TABLE 4

STUDENT INITIATED INTERACTIONS

STUDENT GROUPS	Verbal		Non-Verbal		Total	
	N	%	N	%	N	%
Coping	102	71	41	29	143	100
Questionable	94	79	25	21	271	100
Non-Coping	77	84	15	16	205	100

TABLE 5

ON-TASK BEHAVIOUR BY TYPE OF SEATING

STUDENT GROUPS	SEATING											
	Face-To-Face			Single Row			Double Row			Other		
	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off
Coping	1625	84	1942	839	86	980	451	88	515	566	88	647
Questionable	1118	77	1459	615	83	741	262	71	371	417	85	491
Non-Coping	976	75	1294	356	75	477	976	77	1294	166	86	194

TABLE 6

ON-TASK BEHAVIOUR BY SEAT ASSIGNMENT

STUDENT GROUPS	SEATING					
	ASSIGNED			CHOSEN		
	N	%	Total on/off	N	%	Total on/off
Coping	553	77	714	2203	88	2497
Questionable	264	84	313	2116	79	2686
Non-Coping	208	72	288	1547	77	1999

TABLE 7

ON-TASK BEHAVIOUR BY CLASSROOM FEELING

STUDENT GROUPS	RELAXED - TENSE								
	1			2			3		
	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off
Coping	2116	86	2457	841	78	1079	16	40	40
Questionable	1582	80	1973	595	80	744	28	93	30
Non-Coping	1081	79	1362	507	73	696	8	80	10

TABLE 8

ON-TASK BEHAVIOUR BY CLASSROOM ORDER

STUDENT GROUPS	ORDERLY - CHAOTIC								
	1			2			3		
	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off
Coping	1187	88	1354	1634	82	1981	165	65	254
Questionable	839	87	969	1123	79	1428	176	69	256
Non-Coping	697	84	828	776	75	1037	145	67	215

TABLE 9

ON-TASK BEHAVIOUR BY CLASS NOISE LEVEL

STUDENT GROUPS	NOISE LEVEL											
	(1) One person speaks at a time			(2) General hum of Activity			(3) Lots of noise, many speaking			Widely Variable		
	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off	N	%	Total on/off
Coping	1158	83	1402	1373	84	1636	387	80	484	21	72	29
Questionable	735	86	857	872	73	1188	393	82	477			
Non Coping	577	80	720	662	71	935	260	82	316	10	100	10

TABLE 10

ON-TASK BEHAVIOUR BY TIME OF DAY

STUDENT GROUPS	TIME OF DAY					
	Periods 1, 2, 3			Periods 5 6, 7		
	N	%	Total on/off Behaviour	N	%	Total on/off Behaviour
Coping	1863	86	2161	1413	81	1747
Questionable	1412	79	1789	916	74	1230
Non-Coping	1019	78	1304	655	73	893

TABLE 11

ON-TASK BEHAVIOUR BY SEX OF TEACHER

STUDENT GROUPS	TEACHERS					
	Female			Male		
	N	%	Total on/off	N	%	Total on/off
Coping	1353	82	1640	2109	87	2412
Questionable	1125	81	1397	1236	81	1531
Non-Coping	784	74	1060	1037	81	1288

TABLE 12

ON -TASK BEHAVIOUR OF MALE AND FEMALE STUDENTS

STUDENT GROUPS	On-Task Females		On-Task Males	
	N	%	N	%
Coping	1407	84	2096	81
Questionable	1563	79	1036	75
Non-Coping	626	73	1142	75
TOTAL	3596	80	4274	78